DOCUMENT RESUME

ED 371 712 IR 016 626

AUTHOR Johnston, Jerome; And Others
TITLE Taking the Measure of Channel One: A Three Year Perspective.
INSTITUTION Michigan Univ., Ann Arbor. Inst. for Social Research.
PUB DATE Jan 94
NOTE 143p.
AVAILABLE FROM Institute for Social Research, University of Michigan, P.O. Box 1248, Ann Arbor, MI 48106 ($15).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Attitudes; Broadcast Journalism; Comparative Analysis; *Current Events; Educational Research; *Educational Television; News Media; *News Reporting; Program Evaluation; Questionnaires; Secondary Education; Social Studies; *Student Attitudes; Tables (Data); *Teacher Attitudes; Teacher Role
IDENTIFIERS *Channel One

ABSTRACT

Channel One is a daily 12-minute news broadcast for schoolwide rebroadcast to grades 6 through 12. Three years of independent research have tracked its impact on schools and students. This document contains an executive summary and final report that discusses the research findings, focusing on the research during the 1992-93 school year. At that time approximately 12,000 schools received Channel One; this figure represents approximately 40% of the 12- to 18-year-olds in school. Teachers in a nationally representative sample of 100 schools generally were pleased with Channel One, and less than 10% were dissatisfied. Principals also liked Channel One, with 61% believing that it enhances their schools' current events materials. Students in 1992-93 were quite positive about Channel One, and a study of 1,500 students who viewed Channel One in comparison with 1,500 who did not indicated that scores on current events tests were 5% to 8% higher for viewers. Results from 1992-93 reflect that year's revised news presentations, which had a stronger emphasis on serious news. Results suggest the potential for Channel One, but also illustrate the importance of teacher help in assembling the somewhat fragmented knowledge in the news. Appendixes contain four supplementary tables of findings, notes on methodology, news abstracts for the program, and questionnaires used in the study. (Contains 26 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IR

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 371 712

Taking the Measure of Channel One: A Three Year Perspective

January 1994

Dr. Jerome Johnston, Principal Investigator

INSTITUTE FOR SOCIAL RESEARCH
The University of Michigan

Dr. Evelyn J. Brzezinski, Project Director

INTERWEST APPLIED RESEARCH
Beaverton, Oregon

Eric M. Anderman

INSTITUTE FOR SOCIAL RESEARCH
The University of Michigan

IR016626

INSTITUTE FOR SOCIAL RESEARCH • UNIVERSITY OF MICHIGAN

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Jerome Johnston

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

The research on Channel One was a very ambitious effort. Spread over three years, it involved numerous research staff and thousands of students and teachers across the country. We wish to thank them all for their unique contribution: Deanna Migut supported every aspect of the research process from management and accounting to layout and publishing. Michael Hiscox at Interwest Applied Research lent his test development skill to the construction of 18 different current events tests. At Temple University, Donna Celano—with the guidance of Richard Luker and Susan Neuman—conducted a year-long ethnography of a Channel One school. Lee Ehman at Indiana University assisted with the case studies. David Harris of Oakland Schools developed and implemented the public issue discussion program described in Chapter 7. Lynda Milne and Laura Klenk painstakingly analyzed the interchanges of students participating in that program to assess the program's effects. Rodney Weir and Alissa Parker coded 570 episodes of Channel One to help us appreciate the scope of daily news events viewed by students in Channel One schools. Finally, we extend special thanks to the students and staff at the 165 schools who gave their time to respond to our questionnaires and talk with us on visits to their school.

©1994 by the Regents of the University of Michigan. All rights reserved.

BEST COPY AVAILABLE

Executive Summary

Executive Summary

Channel One: A Three Year Perspective

Report 3 INSTITUTE FOR SOCIAL RESEARCH • UNIVERSITY OF MICHIGAN *Winter, 1994*

In the Fall of 1990, Whittle Communications launched an ambitious effort aimed at infusing schools with video technology and innovative news programming. The heart of the effort is Channel One—a daily 12-minute newscast designed for school-wide rebroadcast to students in grades 6-12. Three years of independent research has tracked the impact of Channel One on schools and students. This report summarizes the research findings with a special focus on studies conducted during the 1992-1993 school year. (The research sites and sampling plan are found on page 4.)

By the spring of 1993, the number of schools receiving Channel One stood at approximately 12,000. This translates to an audience of over eight million teens, or almost 40 percent of the 12-18 year olds who are in school.

What's On Channel One?

Channel One includes 10 minutes of news and features and two minutes of commercials. Last year, the news programming was much more extensive than in previous years. On average, 6 1/2 minutes were devoted to news stories similar to those covered by all the major media. On the international scene, extensive coverage was given to Somalia, Bosnia, and the breakup of the Soviet Union. On the national scene, there was regular coverage of political developments in Washington (the Presidential election, the Bush-Clinton transition, Clinton's handling of the economy) and high profile events such as the Branch Davidian standoff in Waco, Texas and the bombing of the World Trade Center. The remaining program time included science stories (endangered species, space exploration, hurricanes) and stories of interest to teens such as specials on AIDS, children of alcoholics, and going to college. There were occasional sports stories. In general, the show was a serious news show with young-appearing anchors and reporters. News stories frequently had a teen perspective—for example, how teens feel about the Presidential candidates, or how teens are affected by actions of the Federal Reserve.

Do Teachers Value Channel One?

Teachers in a nationally representative sample of 100 schools that receive Channel One were surveyed. The vast majority were happy with the Whittle programming and equipment. When asked to "grade" Channel One as a news program and as a source of information for teens, teachers gave it between A- and B+. Less than ten percent were dissatisfied with the programming.

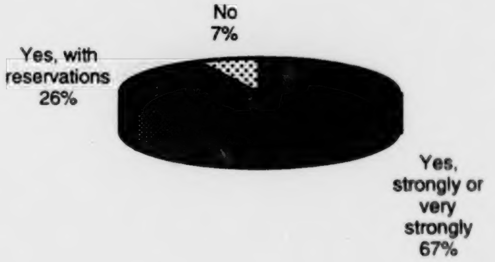
Two-thirds of the teachers would "strongly" or "very strongly" recommend Channel One to other teachers and schools. For some, approval was qualified; a quarter of the teachers said they would recommend it, but "with reservations." Only seven percent would not recommend it.

The programming itself is the major attraction for teachers. Most teachers felt current events should be a central part of the school curriculum, and that Channel One provides good programming in this arena.

Rating Channel One

For an innovation of this magnitude, Channel One and the other elements of the Network have generally impressed the educators who have the closest contact with it.

Teacher Responses
"Would you recommend Channel One to other schools and teachers?"



Three out of four teachers found the commercials a fair tradeoff for the news program, the other video programming and the equipment Whittle provided.

Do Principals Value the Whittle Package?

Principals like Channel One. They place a high value as well on Whittle's Classroom Channel, Educator's Channel, and the technology infrastructure that delivers the programming. On balance, 61 percent of the principals in a representative sample of schools felt that their school's current events materials were better because of the programming on Channel One and the Classroom Channel. Only one principal felt the curriculum was weaker with Channel One.

As of May 1993, 76 percent of the principals in the sample had either already renewed or considered it "very likely" that they would renew their contract with Whittle for another term when that time came. Twenty percent said it was "somewhat likely." Only 4 percent said it was not at all likely.

Principals were influenced by both the loaned equipment and the programming. Sixty percent of the schools have taken advantage of the equipment and put it to uses other than distributing the Whittle programming.

In short, for an innovation of this magnitude, Channel One and the other elements of the Network have generally impressed the educators who have the closest contact with it.

Do Students Like Channel One?

Students in this year's studies were quite positive about Channel One. At least three-quarters of the high school students and more of the middle school students felt the information they learned from viewing was as valuable or more so than other things they were learning in school. The new format of Channel One (more hard news and a more serious tone) was seen as a distinct improvement by at least half of the students. (This year's students came from what may be the best Channel One schools; nonetheless, the findings are similar to those from previous years when a broader cross-section of students was studied.)

When asked to rate their interest in various topics covered on Channel One, students rated foreign news and stories about domestic politics lowest. But more than three-quarters felt they at least "sometimes" learned something new from stories on these topics. Across all the topic areas, less than 20 percent felt they "almost never" learned something new and valuable.

Middle school students gave slightly higher ratings overall, both for their interest in the shows and in their perceptions of how much they learned from watching them. This suggests that Channel One is meeting the needs of middle school as well as high school students, Channel One's original audience.

Do Students Learn from Each Broadcast?

During three one-week periods in the winter of 1993, students were tested on their knowledge and recollection of the news of that week. During these weeks Channel One covered some very high profile news stories: the Iraqi incursion into Kuwait, the progress of peace-keeping efforts in Somalia, the persistent civil war in Bosnia, and the crumbling of the Russian empire. It also covered a variety of domestic news stories, ranging from Clinton's Cabinet appointments to weather-related disasters around the country.

In studies of some 3,000 students (half viewing Channel One and the other half not), viewers had scores 5 to 8 percent higher than non-viewers. They learned important pieces of information about the topics covered, although they did not always acquire a complete understanding of events. For example, viewers were more likely to know that "no-fly zones" had been established over southern Iraq, but not know the reason they had been established—that Iraqi troops had entered Kuwait to bring back weapons left behind in the war.

In most weeks, Channel One presents a special series that examines in greater depth important topics in the news. During the three testing weeks there were series on the Federal Reserve and the crumbling of the former Soviet Union. Viewers scored 5 to 15 percent higher than non-viewers on questions about these topics. From the Federal Reserve series, about 10 percent more knew the meaning of inflation and the role of the Federal Reserve in stimulating the economy. After seeing the Crumbling Empire series, between 6 and 15 percent more viewers knew that ethnic strife was on the rise since the breakup of the Soviet Union; that Georgia and Russia were now separate independent republics; and that economically, people in Georgia and Russia were better off than people in other former republics.

In short, there was a small but consistent advantage to viewing in each testing week. The types of news stories that students remembered each week varied, but they were always related to the larger goal of learning about world events.

Learning from Channel One

In *exemplary* schools, viewing the new Channel One had a "moderate to large" effect on current events knowledge. Given the importance that teachers in the national sample placed on students learning about current events in school, these effects should be judged to be quite valuable.

Extrapolation from findings in the exemplary schools leads us to estimate that, in more typical schools, the new format should result in "small but important" advantages to viewing.

What Do Students Retain in the Long Term?

In the first two years of this study (1990-1992), long-term student learning was measured in 23 Channel One schools around the country. Each school was paired with a non-viewing control school. *On average* during these years, the advantage for Channel One students was small—only about 3 percent better on a test that covered the previous three months of news. But there was great variance from school to school. In some schools students who watched Channel One knew no more than students in the non-viewing schools, and in other schools the students outperformed the non-viewers by a large margin—8 to 12 percent.

A separate study showed why this happened. The Channel One schools varied from one another in the interest of students and staff in current events, and in how much teachers helped students understand what they saw on the news program.

In the third year of the study, the programming for Channel One was revised extensively and it became a more serious news show. The effect of viewing the new show was studied in five schools that were exemplary in student and faculty interest in current events and in the faculty's use of Channel One programming. The research was intended to identify what is possible in schools with a positive climate for learning from a news program.

When compared with students in matched non-viewing schools, there was a consistent advantage for viewers of 5 percent for high school students and 8 percent for middle school students.

This level of advantage from viewing was compared to benefits achieved with new curricula and teaching practices in many other school domains—mathematics, science, reading, and writing. The comparison led to this conclusion: In *exemplary* schools, viewing the new Channel One had a "moderate to large" effect on current events knowledge. Given the importance that teachers in the national sample placed on students learning about current events in school, these effects should be judged to be quite valuable.

Extrapolation from findings in the exemplary schools leads us to estimate that, in more typical schools, the new format should result in "small but important" advantages to viewing.

Does Everybody Learn?

It is clear that learning from a news broadcast is a complicated matter. Quality programming is essential, but far from sufficient. Several personal characteristics strongly influence what any group of students learns from watching. In this study, the highest levels of learning were associated with high grade-point averages, being male, and being motivated to learn about what's happening in the world—a motive that does not change in response to continued viewing of the news. "C" and "D" students learned very little, even in exemplary schools

In addition, even the students most receptive to learning from a good news program learn much more if they have a teacher who discusses the news on a regular (though not necessarily daily) basis and helps students figure out the meaning and importance of fragmented stories that comprise "the news."

Can Channel One Improve Civic Education?

The daily presence of Channel One in schools around the nation led one social studies educator to work with the producers of Channel One to develop a new broadcast feature that could have special value in social studies classes. Called *You Decide*, these features are produced when a news event represents a challenge to a basic tenet of US democracy. For example, events in Bosnia raise the question of whether the US should intervene in foreign conflicts. Executions of criminals raise the question of whether the death penalty is "cruel and unusual punishment." News about students reciting a prayer at a pep rally raises the question of whether prayer should be allowed in public schools.

In 5-6 minutes, a *You Decide* segment provides an in-depth look at the news item and then presents experts who take different sides on the issue. Finally, viewers are told, "you decide."

The educator trained a group of high school social studies teachers to use a set of teaching strategies designed to exploit the material in the *You Decide* segments. It was hoped that the combination of the video segment and classroom discussion would provide important civics training; that students would become more thoughtful about these important issues and better able to argue one side or the other with their classmates in a way that mirrored the responsibilities they would be required to take in a few years when they become full-fledged citizens.

While the experiment did not noticeably improve students' skills at discussing issues without a teacher present, it did have several positive outcomes. Students learned to identify some of the characteristics of effective discussions, even if they had difficulty applying them in a discussion. They came to appreciate the complexity of most public issues and said they enjoyed discussing them. Finally, students learned much more about current events as evidenced in test scores that were much higher than those attained by students who simply viewed Channel One.

Importantly, extended discussion improved the scores of one group that usually does not profit from viewing. Repeatedly over the three years of the study, students whose GPA was "C" or lower did not learn much from watching Channel One. In this experiment they did learn, and the gap between the "A" students and "C" students narrowed significantly.

The Importance of Classroom Discussion

Even the students most receptive to learning from a good news program learn much more if they have a teacher who discusses the news on a regular (though not necessarily daily) basis and helps students figure out the meaning and importance of fragmented stories that comprise "the news."

• • •

Importantly, extended discussion improved the scores of one group that usually does not profit from viewing. Repeatedly over the years, students whose GPA was "C" or lower did not learn much from watching Channel One. In this experiment they did learn, and the gap between the "A" students and "C" students narrowed significantly.

The *You Decide* segments clearly helped teachers set the agenda for extended discussion of compelling civic issues confronting society today. Students liked the *You Decide* segments more than the traditional segments in which they are simply told by news reporters what is happening in the news.

The *You Decide* segments appear to advance the potential of school-based news broadcasts by stimulating debate, and perhaps making the very activity they describe—classroom-based citizen debate—more intriguing to social studies teachers around the country. Previous efforts to increase this type of activity in the social studies curriculum have not resulted in large-scale adoption. The regular appearance of *You Decide* features in 12,000 schools may be the catalyst needed for change.

The Bottom Line

Looking across the wide array of research results from three years of investigation, the Whittle experiment of infusing schools with video technology must be viewed positively. Teachers and principals are largely supportive of the package of benefits they receive. Students learn enough about current events to say that Channel One is helping them acquire valued insights into the world around them. But, as good as the technology may be, to achieve maximum benefits for students, teachers must be prepared to help students assemble the somewhat fragmented knowledge that we know as "the news" into a coherent picture of world events.

Jerome Johnston
University of Michigan

Evelyn Brzezinski
Interwest Applied Research

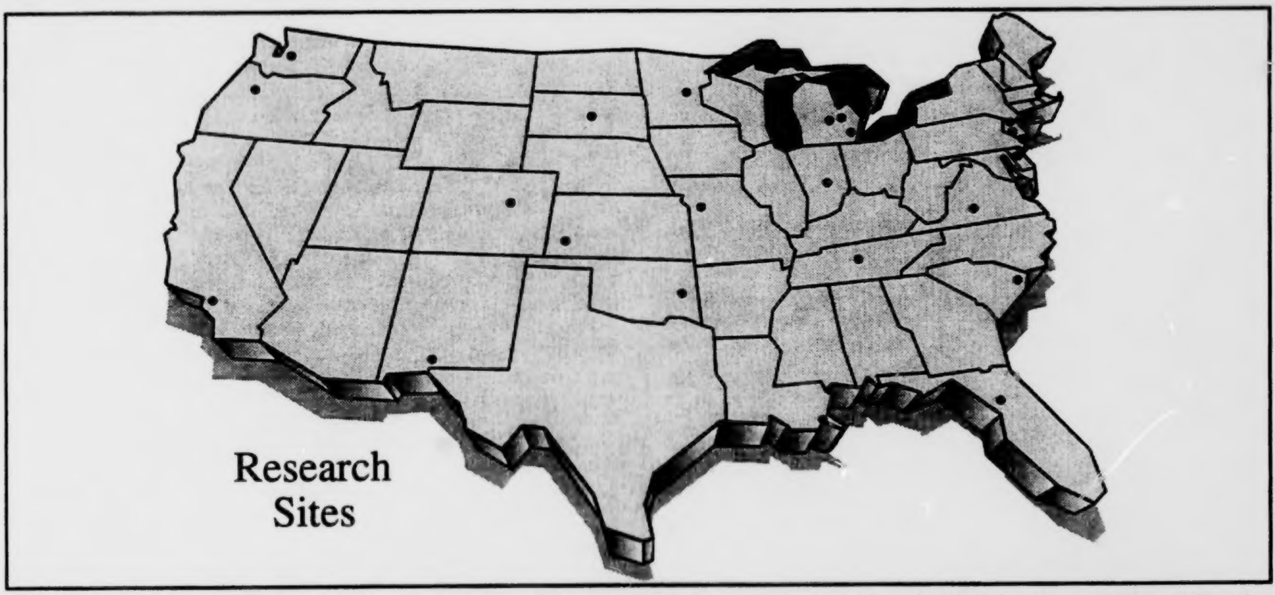
January, 1994

Availability of Reports

Four reports are available from the research. Individual copies of each Executive Summary are free; full reports are priced as noted.

- *Taking the Measure of Channel One: The First Year (Spring, 1992). $10.*
- *Channel One: The School Factor (Spring, 1993). $10.*
- *Taking the Measure of Channel One: A Three Year Perspective. (Winter, 1994). $15.*
- *Improving Civic Discourse in the Classroom: An Experiment (Winter, 1994). [Summarized in the Three Year Perspective Report] $15.*

Order from Dr. Jerome Johnston, Institute for Social Research, University of Michigan, P. O. Box 1248, Ann Arbor, MI 48106. Make check or money order payable to "Institute for Social Research." Prepaid orders only; no purchase orders. Inquiries: contact Deanna Migut, 313/763-5325.



Research Sites

In total, 56 schools participated in the study of Channel One's effectiveness in teaching current events; 31 received daily broadcasts of Channel One; the others were control schools that matched the Channel One schools in community and student characteristics, but did not receive Channel One. The map above shows the location of the Channel One schools that participated in the research at some point during the three years of the study. The locations were selected to represent a wide range of community and school types—rural and urban locations, advantaged and disadvantaged communities. Another 100 schools were included in a separate study of teacher and administrator opinion in a representative sample of Channel One schools drawn from the 10,355 schools that received Channel One in the Fall of 1992.

Dr. Jerome Johnston
Institute for Social Research
University of Michigan
P.O. Box 1248
Ann Arbor, MI 48106

Third Report on Channel One

Taking the Measure of Channel One: A Three Year Perspective

Final Report, January 1994

Table of Contents

1. CHANNEL ONE AND SCHOOL LEARNING 1
  Learning from the News
    The News Mosaic
    Channel One and the Commercials
  A Strategy to Study Channel One
    Impact on Students
    Attitudes of Teachers and Administrators

2. A YEAR OF CHANNEL ONE SHOWS 9
  The Content of the Shows
  Treatment of the News

3. TEACHERS AND PRINCIPALS RATE CHANNEL ONE 15
  Teacher Responses
    Grading Channel One
    Frequency of Viewing
    Discussing the Shows with Students
    Perception of Student Interest
    Advertising
    Recommending Channel One to Others
    The Classroom Channel and Educator's Channel
  Principal Responses
    Contribution of the Whittle Educational Network
    Factors Affecting Principals' Ratings
    Broadcast Scheduling
    Adoption and Re-Adoption
  Summary

4. STUDENTS RATE CHANNEL ONE 29
  Attention to the Broadcasts
  Rating the Shows
  Preferences for Story Types
  Perceived Learning
  Summary

5. STUDENT LEARNING IN THE SHORT TERM 39
  Week 1—January 11-14, 1993
  Week 2—February 8-11, 1993
  Week 3—March 1-4, 1993
  The Impact of Viewing Every Day
  Summary

6. STUDENT LEARNING IN THE LONG TERM 53
    A Study of Exemplary Schools
        Selecting the Schools
        Test Results
        Judging the Differences
    Individual Differences In Learning
        Gender
        Grade Level
        Motivation to Learn from the News
        Summary of Individual Differences
    Impact on News Seeking Behavior
    School and Teacher Factors
    Summary

7. AN EXPERIMENT IN DISCUSSING THE NEWS 69
    Background
        The You Decide Segments on Channel One
        The Special Meaning of Public Issues Discussions
    The Experiment
    Methods
    Results
        Direct Effects on Students' Oral Discourse Skills
        Indirect Effects on Students
        Effects on Classroom Teaching
    Summary

8. SCHOOL FACTORS THAT SHAPE LEARNING FROM CHANNEL ONE 89
        Discussing the News
        Timing of the Broadcasts
        Curricular Flexibility
        School Climate
        Personal Values
        A Mind for the News
        Channel One Itself
        Prospects for Change

9. CHANNEL ONE IN PERSPECTIVE 95
    Do Teachers Value Channel One?
    How Do Principals Value the Package of Offerings?
    How Do Teachers Feel about Commercials in the Classroom?
    Do Students Like Channel One?
    What Do Students Learn from Each Broadcast?
    What Do Students Learn over the Long Term?
    Can Particular Teaching Strategies Increase Learning?
    The Bottom Line

REFERENCES 101

APPENDICES

A. SUPPLEMENTARY TABLES
Table A1. Content Analysis Codes
Table A2. Year 2 Current Events Test Results
Table A3. Current Events Test Scores For Exemplary High School Pairs
Table A4. Current Events Test Scores For Exemplary Middle School Pairs

B. SAMPLING AND FIELD PROCEDURES, TEACHER/PRINCIPAL STUDY

C. NEWS ABSTRACTS FOR CHAPTER 5

D. QUESTIONNAIRES
Tests of Short Term Learning
Teacher Questionnaire Used to Identify Exemplary Schools
February 1993 Current Events Student Survey
May 1993 Current Events Student Survey

1.

Channel One and School Learning

The Whittle Educational Network is an ambitious experiment to use advanced technology to bring television news and other video resources into the classroom. A participating school receives a satellite dish and two video recorders for automatic recording of three different program sources and a television in every classrom. The Network supplies three different types of programming. Channel One is a daily 12-minute newscast designed for school-wide rebroadcast to students in grades 6-12. The Classroom Channel provides 1-2 hour daily satellite feeds of instructional video to supplement a variety of school courses. The material can be taped off air and used later by individual teachers. The Educators Channel provides occasional broadcasts on topics of professional interest to educators. As of Fall 1992, 10,200 schools serving 6.8 million students subscribed to the Network services. In Spring of 1993 the number stood at 12,000 and programming reached approximately 40 percent of the nation's secondary school students.

The heart of the Network is Channel One. It is the focal point of many educators' questions because the ten minutes of educational content is financed by two minutes of commercials. It is appropriate to ask whether daily viewing of Channel One makes a difference for the students who watch it. Do they know more about what's happening in today's world? Do they become more interested in following the news? Do they better understand core social studies concepts that appear on the news—concepts such as democracy, constitutional government and communism? Do they have a better sense of geography—where important countries and cities are located around the globe? The answers to these questions speak to the direct benefits this new technology brings to student viewers.

In addition to a news broadcast, the Channel One technology brings new resources to the classroom through The Classroom Channel. Do teachers find these materials useful and appropriate for the classroom? Over time, do video resources play a larger role in their teaching? Does having a technological infrastructure throughout the school result in greater use of television for other uses, such as school news programs? The answers speak to the indirect benefits for students through enhancing the tools of education.

These and other questions were addressed in an intensive three-year study carried out by researchers at the University of Michigan and Interwest Applied Research. The study was commissioned by the Whittle Educational Network on the recommendation of the national advisory board for Channel One—a group of 12 education, business and government leaders. Although funded by Whittle Communications, the study's design, data collection, and reporting is, by contract, totally independent of influence by the funder. Its function is to provide an independent assessment to educators to help guide their response to the innovation.

LEARNING FROM THE NEWS

This study examined the ways in which viewing Channel One affects the knowledge and attitudes of its student audience. But what is knowledge? How much should students know to conclude that viewing has a valued impact on learning? Consider the following example. If students were totally ignorant of current events in Iraq and, after a semester of watching Channel One, they could describe the political and religious character of the country, name several of its current leaders, and describe key events in the Desert Storm war, most observers would agree that the students had learned something of value about Iraq. If the students could demonstrate similar knowledge about other areas of the world then it would be easy to conclude that Channel One was a very good investment. The reason for the positive assessment is that the students had learned the same type of information taught in a school course on contemporary world history, but had spent only a fraction of the time required for a course. A typical school course requires 150 hours of class time and perhaps 90 hours of homework. Channel One requires 36 hours of class time; perhaps another 30 hours in schools that discuss the news regularly. In terms of time spent, Channel One takes 15 to 28 percent the time of a single course.[1]

Now consider another group of students who could identify Saddam Hussein as the current leader of Iraq and could locate Iraq on a map, but they had little idea about recent events in the Gulf region. If this typified their learning of most topics in the news, one would say that learning had occurred, although clearly less than would be hoped for from a school course. It could still be highly valued, especially given how little time was required to obtain the knowledge. The students might be more interested and prepared to study the Middle East in a course or they could be learning something not taught in other courses in the school. They might simply be better prepared to talk about events that are shaping the world—an outcome of importance for future citizens.

If a third group of students were able to say only, "I've heard the name Saddam Hussein" and not be able to connect the name to Iraq, most observers would agree that the students did not demonstrate enough new knowledge to meet the criterion of learning something of value. They might be mentally prepared to learn more about Saddam and Iraq on the next exposure to information about these topics; but at present, their knowledge is little different than that of students who have never heard the name. The investment of even 12 minutes a day is not warranted if that is all students gain from it.

---

[1] Typical school course: 50 mins. per day class time x 180 days = 150 hours class time. Homework: 30 mins. x 180 = 90 hours of homework. Total course time: 150 + 90 = 240 hours. Channel One viewing: 12 mins. x 180 days = 36 hours. Discussion: 10 mins. x 180 days = 30 hours. 36/240 = .15; 66/240 = .28

It is important to consider the range of possible outcomes and how each might be valued because the object of study is a news show. By definition, such a format does not present information in the same structured ways as textbooks and courses of study. But, this is a news show for students *in* school. The judgment of value must be made knowing that the point of comparison is classroom learning, with its emphasis on both facts and understanding.

The News Mosaic

By both definition and practice, "the news" is eclectic. The headlines are unpredictable and lack continuity except when a story itself commands attention across a number of days or weeks. In-depth background stories can provide more detail about a single topic, but they don't necessarily weave a more coherent picture about individual topics. Length of coverage is not equivalent to providing the kind of systematic coverage of a topic that typifies a textbook chapter or a teacher's typical lesson.

A useful metaphor for the news and how it relates to learning is to think of a mosaic of the type that decorated the walls of Eastern European churches in the Middle Ages. From a distance, the wall behind the altar showed detailed portraits of important people in the history of the church (Jesus Christ and various saints) and stories or events (the wedding feast at Cana, the preaching of St. Paul). Viewed from the pews, a person had a summary of the history of the church. Up close, these intricate pictures were nothing more than a collection of single-color tiles. Only when the viewer stepped back did the picture emerge. It emerged because the apparently disparate tiles were applied in a thoughtful way—there was a scheme in the artist's mind that tied together groups of tiles.

Each day's news broadcast can be thought of as a set of tiles—each tile is an element in a larger story. Across time the collection of tiles gets bigger. For school-like learning to occur, the tiles must come together to form distinctive shapes—an articulated schema in the mind. One such schema might include Saddam Hussein, a rising Islamic country, incursions into Kuwait, and a conflict between Iraq and the Allies. An assumption of schooling is that learners typically need help in developing their schema. Either the textbook or the teacher must help the learner organize the tiles, although smart students can often do this for themselves.

The news can play other roles besides providing the building blocks for integrated knowledge. It has long been known that the news serves an agenda-setting function. This occurs when, by virtue of regular viewing, people come to believe that certain issues are of importance. Thus, daily coverage of the Gulf War on network news not only provided information about the Gulf region and about the conduct of the war there; it also led viewers to think that the war was an important issue, and that as citizens we must think about the role of the US in world affairs. In this same sense, regular coverage of

Presidential and Congressional activities can set the agenda for what individuals think are important activities in a democracy.

It is this expectation that prompted many schools to adopt Channel One. School boards, principals and teachers feel it is important for students to be "aware" of what's happening, to recognize that there are issues that transcend the often narrow focus of teenagers on the world of school sports and social life. Compelling stories about the economy, about war, or about political activity can prepare students to pursue these topics further in classes on economics, history, and government. Viewed in a setting that includes a co-viewing teacher, such stories can shape the very topics of discussion in these classrooms. It could also set the agenda for what is important outside the classroom. Students might become more interested in viewing or reading the news at home.

The news can also shape beliefs and attitudes about events. Constant exposure to the nightly news in the late 1960s shaped the beliefs of a nation about Vietnam and its people—who they were, what they wanted out of life, and what war was like. As it became apparent that the US was not winning the war, many supporters of the war changed their attitudes about whether US troops should be fighting there.

In short, the news can play many important and varied roles in the development of the human mind. But to teach the mind deep understanding of current events—to help students construct an interpretable mosaic from the hundreds of "tiles" that comprise a year's worth of news—is a difficult task requiring careful program design and, with luck, the help of teachers in the viewing schools who can assist viewers take the many disparate tiles and construct a meaningful schema of world events for themselves.

Channel One and the Commercials

It may seem strange to some that so much effort is going into studying the cognitive and affective influence of the news portion of the program, without a comparable effort to assess the influence of the commercials. The study of the editorial content was the intent of Whittle's Request For Proposals in 1989. This study was conducted in response to that Request.

Those for whom the presence of commercialism of any form in the school is unacceptable do not need research evidence to shape their response to Channel One. Others who do not reject commercialism on purely philosophical grounds may think of the issue in cost-benefit terms: Are the school and students receiving sufficient value to warrant the cost—exposure to commercials? Twelve thousand schools resolved the issue initially in favor of Channel One; they signed up for a network of new video equipment, three years of daily news broadcasts and daily "feeds" of supplementary instructional television shows. This study should help them decide if their initial judgments were appropriate, given the knowledge gain of student viewers. This year the study also provides data on how teachers and principals in Channel One schools around the country feel about the commercials on Channel One—whether they feel the tradeoff is worthwhile.

A STRATEGY TO STUDY CHANNEL ONE

The Institute for Social Research and Interwest Applied Research have studied the use and impact of the various elements of the Whittle Educational Network for three years, from Fall, 1990 through May, 1993. Results from the first two years' research were described in two reports: *Taking the Measure of Channel One: The First Year* (Johnston & Brzezinski, 1992) and *Channel One: The School Factor* (Johnston & Anderman, 1993). The present report summarizes those findings and presents the results of additional research efforts in Year 3. The research and reporting are summarized in Figure 1.1.

FIGURE 1.1 A TIMETABLE OF RESEARCH AND REPORTING

9/90 6/91 9/91 6/92 9/92 6/93 11/93

Channel One Broadcasts

Year 1 **1990-91**	summer	**Year 2** **1991-92**	summer	**Year 3** **1992-93** [new broadcast format]

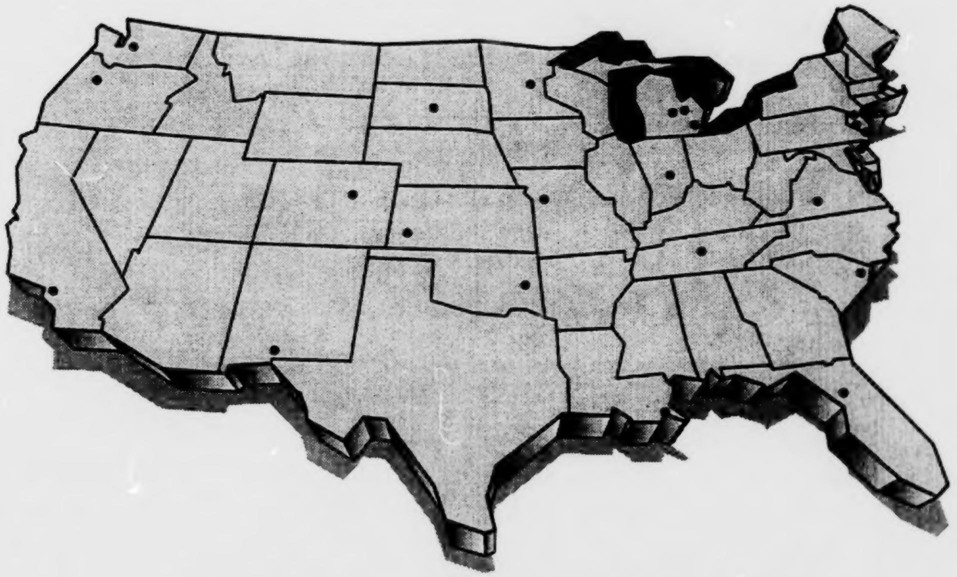
Channel One Research

Systematic Studies of Student Learning in 11 Sites		*Report 1* *Taking the Measure of Channel One: The First Year*			
		Case Studies of 6 Year 1 Schools—Hi & Lo Performers		*Report 2* *Channel One: The School Factor*	
		Studies of Student Learning in 12 Sites		• Studies of Student Learning in 7 Sites • Nat'l Survey of Teachers and Principals • Experiment in Discussing Issues on the News	*Report 3* *Taking the Measure of Channel One: A Three Year Perspective*

Impact on Students

A variety of research strategies were used to assess Channel One's impact on student learning, classroom teaching, and curricular organization (See Figures 1.2 and 1.3). In Years 1 and 2 (Fall, 1990 - Spring, 1992), studies were conducted in 23 sites around the country. Each site consisted of a pair of schools—one that viewed Channel One and one with similar demographics that did not view. Within each school, 2 to 3 classrooms participated at each grade level, yielding a sample of 150-250 students per school. All teachers in the viewing and non-viewing schools were included in the teacher studies.

FIGURE 1.2 LOCATION OF RESEARCH SITES FOR ALL THREE YEARS



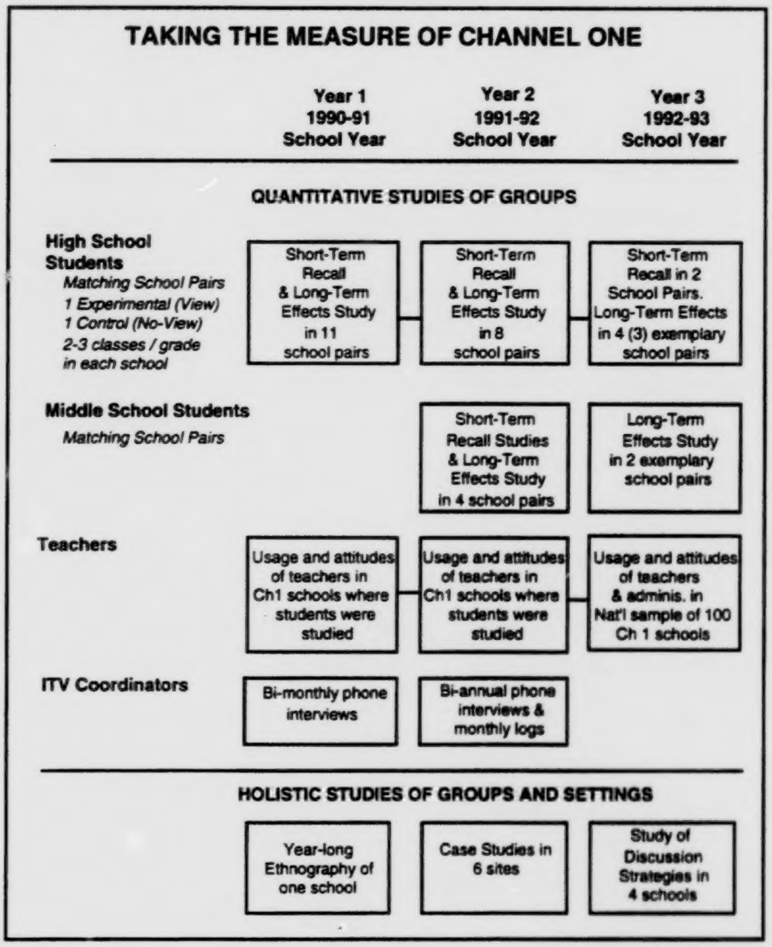
The map above shows the location of the Channel One schools that participated in the study at some time during the three years of the study. The locations were selected to represent a wide range of community and school types—rural and urban locations, advantaged and disadvantaged communities. In total, 56 schools participated in the study of Channel One's effectiveness in teaching current events; 31 received daily broadcasts of Channel One; the others were control schools that matched the Channel One schools in community and student characteristics, but they did not receive Channel One. Another 100 schools were included in a separate study of teacher and administrator opinion in a representative sample of Channel One schools drawn from the 10,355 schools that received Channel One in the Fall of 1992.

The sites were selected to represent a range of community, school, and student types. There were small schools in rural areas serving students from very homogeneous backgrounds and large schools in urban settings serving diverse populations. There were public as well as parochial schools. The focus in the first two years was on learning effects—both short term and long term—in the full range of schools that subscribe to Channel One. In the third year the focus shifted. Short term learning continued to be studied in typical schools (Chapter 5) while long term learning was studied in a set of schools proposed to be exemplary users of Channel One (Chapter 6).

The third year design recognized two realities. First, previous research (Johnston & Anderman, 1993; summarized in Chapter 8) had made it clear that to have an impact on student learning of current events, Channel One broadcasts had to be received in a supportive school climate. The school's teachers and students needed to have an interest in current events, and some of the teachers in the school needed to discuss or explain the news to students on a regular basis. Second, the Channel One news program underwent a major redesign during the summer of 1992. Responding to criticism that the show had lost its focus on real news, a new producer revamped the show's format and greatly increased the news content of the broadcasts. This led to a research design for the third year that assessed the impact of the new show on long term learning in a set of schools believed to be supportive of learning from television news.

A specific change in the Channel One format was the creation of an experimental news feature called *You Decide*. Because the feature offered the potential of enhancing the quality of news discussions in social studies classrooms, a separate effort was mounted to study its use in eight classrooms where teachers experimented with more extended discussions of the news. The study was carried out in a set of schools that were typical in most respects, but had social studies teachers willing to try out new ways to teach the news (Chapter 7).

FIGURE 1.3 RESEARCH DESIGN FOR THE DIFFERENT STUDIES OF CHANNEL ONE



TAKING THE MEASURE OF CHANNEL ONE

	Year 1 1990-91 School Year	Year 2 1991-92 School Year	Year 3 1992-93 School Year
QUANTITATIVE STUDIES OF GROUPS			
High School Students *Matching School Pairs* *1 Experimental (View)* *1 Control (No-View)* *2-3 classes / grade in each school*	Short-Term Recall & Long-Term Effects Study in 11 school pairs	Short-Term Recall & Long-Term Effects Study in 8 school pairs	Short-Term Recall in 2 School Pairs. Long-Term Effects in 4 (3) exemplary school pairs
Middle School Students *Matching School Pairs*		Short-Term Recall Studies & Long-Term Effects Study in 4 school pairs	Long-Term Effects Study in 2 exemplary school pairs
Teachers	Usage and attitudes of teachers in Ch1 schools where students were studied	Usage and attitudes of teachers in Ch1 schools where students were studied	Usage and attitudes of teachers & adminis. in Nat'l sample of 100 Ch 1 schools
ITV Coordinators	Bi-monthly phone interviews	Bi-annual phone interviews & monthly logs	
HOLISTIC STUDIES OF GROUPS AND SETTINGS			
	Year-long Ethnography of one school	Case Studies in 6 sites	Study of Discussion Strategies in 4 schools

With thousands of students in the study each year, much of the measurement depended on paper-and-pencil questionnaires. Several times each year questionnaires were

BEST COPY AVAILABLE

used to assess current events knowledge, interest in following the news, and—in Channel One schools—perceived value of the content of Channel One. In addition, every few weeks subgroups of students took a short quiz on their recollection and understanding of news stories broadcast in the shorter time frame of the previous three weeks. To develop the current events test questions, every show broadcast over Channel One was viewed and coded for story content.

Two types of case studies supplemented the questionnaire studies. In Year 1, in a single school, a trained researcher regularly observed classes throughout the entire year and interviewed students and teachers. Using a more anthropological approach, this study provided an in-depth view of how Channel One affected the rhythm of school life. In Year 2, interview studies were carried out in 6 of the Year 1 schools, with researchers visiting each school for several days—sitting in on classes and conducting systematic interviews with students, teachers, and administrators.

Attitudes of Teachers and Administrators

Studies of teachers and administrators also extended across three years. The number of educators exceeded 6,000. In the first two years teachers in the schools where student learning was being assessed completed questionnaires designed to measure typical usage of Channel One and the fit of the Network's programming with the wide variety of curricular needs found in schools. Of particular concern was assessing how well television technology in general, and the Network's programming in particular, suited the needs of classroom teaching. Media specialists in each of the sites provided yet another perspective. They were regularly polled by phone for their perspective on how the school and district adapted over time to this new technology. Teachers in control schools completed questionnaires designed to assess the environment for control students.

In the third year of research the teacher studies were redefined. This time a representative national probability sample of 100 schools that received Channel One was drawn. The principals and teachers in these schools were asked to complete questionnaires designed to assess the fit of Channel One and the other Whittle offerings with the goals of schooling. While similar to the questions answered by teachers in earlier years, these responses came from a more broadly representative sample of schools that subscribed to Channel One (Chapter 3).

2.
A Year of Channel One Shows

In the third year of operation, Channel One broadcast 191 shows, beginning August 26, 1992, and ending June 4, 1993. The schedule is designed to provide a full year of programming (180 shows) for all schools, taking account of the varying school calendars throughout the country. Each show was 12 minutes long, with ten minutes of news and news features and two minutes of ads. On a typical day, the show led off with current news segments dealing with important national or international issues. After one or two advertisements, the broadcast continued with a more in-depth piece, which was usually part of a series that continued for several days of the week. Then there were two more ads. Depending on the length of the previous news segments, an additional segment covered either another news story or a an in-depth look at an issue in the news.

The show from February 10, 1993 shown in Table 2.1 is fairly typical. This show opened with an in-depth story about the search for a new Attorney General. First it stated the day's news that Janet Reno was the President's latest nominee for the position. Then it explained the controversy behind the failure of previous candidates to be confirmed because of their failure to pay social security taxes on domestic servants. After two advertisements, there was an in-depth feature on the Federal Reserve, followed by a "pop quiz" question related to the feature story, another ad, and the answer to the quiz.

THE CONTENT OF THE SHOWS

Every broadcast was content analyzed to extract the central messages and themes. Each show was broken into individual segments as illustrated in Table 2.1. The content of each segment was timed and classified according to topic and theme. The themes include world news and events, world culture, US news and events (with subcategories for the topics covered in civics-type courses), US culture, features on school-subject areas such as science, teen living, and commercials. The themes are described in detail in the Appendix. A higher level distinction is made between hard news and features. Hard news refers to events happening in the preceding 24-48 hours on the national and international scene that shape political realities. On the national scene last year this included stories on civil rights, the presidential inauguration, and selection of the new Attorney General. On the world scene it included stories on Bosnia-Herzegovina, Iraq, and Israel.

TABLE 2.1 CHANNEL ONE FOR FEBRUARY 10, 1993

<table>
<tr><th>Segment</th><th>Topic</th><th>Length</th><th>Content Analysis Code</th></tr>
<tr><td>1</td><td>Channel One</td><td>0:15</td><td>7.1 Ch 1 Bookend</td></tr>
<tr><td colspan="4">This is Channel One for Wed., Feb. 10.</td></tr>
<tr><td>2</td><td>Attorney General</td><td>4:47</td><td>3.1 US Gov't Workings</td></tr>
<tr><td colspan="4">Search for America's next attorney general has turned into major political embarrassment. Both women up for job had to take themselves out of running because they've hired illegal immigrants in past to work in their homes, some call it "nannygate." Clinton may have another possibility. 54-year-old Janet Reno, Prosecutor for Dade County, Florida. Been in position for 15 years, working on targeting police officers, judges, public officials in corruption cases. Insiders says she's been on Clinton's short list for several weeks now. White House not confirming or denying anything. Maybe because of what happened with first 2 choices. Reno has no children. Some women's groups say Pres.'s staff picked on female candidates while letting male candidates through more easily. Double standard. Were Baird & Wood chosen for their politics or were they judged differently because they were women? Attorney Gloria Allred who specializes in women's issues said that Baird was asked questions male candidates were not, and that male candidate Ron Brown, Secretary of Commerce, did not pay all taxes on his employees until after scandal arose, but he's allowed to remain in his office, while Baird did not get job. Others felt it was not a double standard, but politics. Clinton team now investigating every candidate for every job.</td></tr>
<tr><td>3, 4</td><td></td><td>1:00</td><td>9.0 Ads for products</td></tr>
<tr><td colspan="4">Untamed Heart (movie) and Get vertical with [Mountain] Dew.</td></tr>
<tr><td>5</td><td>Federal Reserve</td><td>4:24</td><td>3.3 US Economics</td></tr>
<tr><td colspan="4">Fed is our nation's bank. 3 functions: controlling how much money is in circulation, supervising banks, setting discount rate. Inflation is when prices rise over a period of time because there's too much money in circulation. At one point in 1970s prices were rising at almost 14% a year. In 1970 a new VW Bug cost around $2200. In 1977, it was almost $5500. 1970s was a time of high inflation, made worse by a rise in oil prices. Standard of living was falling as cost of living rose. Inflation is Fed's #1 enemy. How does Federal Reserve control inflation? By taking money out of circulation. In period of inflation Fed limits amount of money bank can lend. Bank increases its interest rates on loans. Higher prices discourage people from buying. Less spending means less money in circulation. If less spending continues over a period of time, it's called a recession. To combat a recession, Fed puts more money into circulation, but doesn't always get it just right. Some say that Federal Reserve made the Great Depression of 1930s even worse by keeping new money out of the system. In 1970s Fed let inflation get out of control by letting too much money into the system. Unlikely Clinton will be able to fix economy without support of Alan Greenspan, Fed chairman. Inflation is when prices go up because there's too much money for the amount of goods in circulation. When inflation is on rise, Federal Reserve can raise interest rates which means banks can charge you more, and probably won't allow as many loans to be taken out, so people won't be spending as much. Result is less money in circulation. Separation between the President and Federal Reserve, controlled by Alan Greenspan.</td></tr>
<tr><td>6</td><td>Federal Reserve</td><td>0:17</td><td>3.3 US Economics</td></tr>
<tr><td colspan="4">Q: What is the discount rate (what Federal Reserve charges commercial banks to borrow money) set at today?
A. 3.0%, B. 6.0%, C. 7.2%, D. 14.0%</td></tr>
<tr><td>7</td><td>Magnavox</td><td>0:30</td><td>9.0 Ads for products</td></tr>
<tr><td colspan="4">Magnavox. Smart. Very smart.</td></tr>
<tr><td>8</td><td>Federal Reserve</td><td>0:27</td><td>3.3 US Economics</td></tr>
<tr><td colspan="4">Answer - discount rate is the interest rate which the Federal Reserve charges commercial banks. Current rate is 3.0%—the lowest rate in almost 30 years. Fed loans your bank money at 3%, bank loans it to you at 9.0%.</td></tr>
<tr><td>9</td><td>Channel One</td><td>0:30</td><td>7.1 Ch 1 Bookend</td></tr>
<tr><td colspan="4">Later. [closing music and credits].</td></tr>
<tr><td></td><td>Total Time</td><td>12:00</td><td></td></tr>
</table>

For the 1992-1993 broadcast year, hard news stories took up over 50% of the broadcast time or, on average, over six minutes per day. A little more coverage was given to US news than to world events; on average about three minutes per day was devoted to world events and politics, while three and a half minutes dealt with US news stories. Across the year approximately 10% of the time was devoted to stories about culture, society, or sports such as African-American images on TV, illiteracy, and women in leadership roles. Another 9.2% was science or history, including stories about endangered species, "roots" of African-Americans, and the exploration of space. Only a small amount of time was devoted to teenage issues, such as smoking and curfews. About 15% of the broadcast time was devoted to miscellaneous stories. For example, a Channel One news team occasionally visited a particular high school that is known for unusual activities or programs. During each broadcast some time was devoted to conversation or commentary by the anchors. The overall distribution of content by time during the fall and winter of 1992-93 is summarized in Figure 2.1.

The show was different in character and form from previous years. During the 1992-93 season, Channel One placed a much greater emphasis on news events and less on teen issues. The current season focused on stories such as changes in the former Soviet Union, fighting in the former Yugoslavia, and the challenges facing a new presidential administration, rather than interviews with celebrities and stories about teen living. In the winter of 1991, 15% of the segments dealt with teen stories, while in the winter of 1993, only 3% of the time was allotted to teen issues.

Up to two minutes of each 12-minute broadcast was devoted to advertising. Most of the ads were for snack foods and personal care products. Other ads were for movies, clothes, and electronic products. The types of products advertised did not change much over the three years of the study. One difference is in the number of ads with a public service character ("stay in school," "stay off drugs"). In the first season 15% of the ads were public service oriented. This year there were fewer; most of these were a "stay-off drugs" message sponsored by the Partnership for a Drug Free America.

TREATMENT OF THE NEWS

In our first year report we noted the programming's eclectic nature. It lacked many of the features known to be necessary for school-like learning about world events.

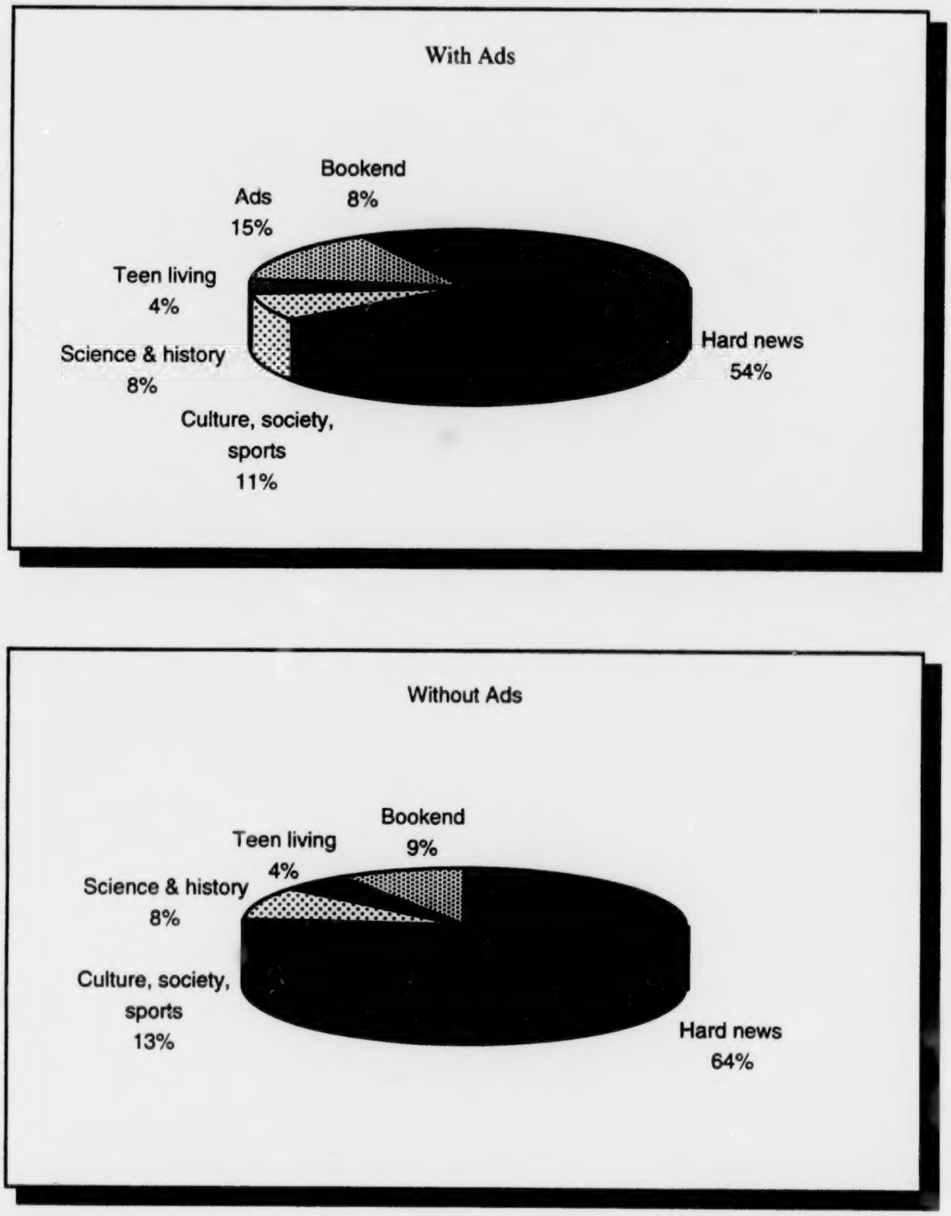
> In general, as is typical of most television news programs, coverage of topics is eclectic. Areas and events are mentioned from time to time, but there is not much follow up and little attempt to explain and tie together events. There also is a lack of explanation for *why* some topics are important in the grander scheme of things. For example, there were four stories about Poland, but all occurred within a period of eight days. They were about Lech Walesa and elections in Poland, but there was no explanation of why the election itself was such an important event in the history of this formerly communist country. There was only one story that dealt with South America in the winter/spring. Previously, there was extensive coverage of Colombia and the drug cartels, but

> the issue was not revisited last winter or spring. Many other areas of the world were dealt with only in passing—a few stories about countries such as Albania, China, Bangladesh, and Ethiopia, but no repeated coverage or follow-up on events in these regions. This is not to criticize Channel One, only to point out that—as a news show—it differs very much in character from a history or social studies textbook. (Johnston & Brzezinski, 1992, p. 11)

During the 1992-93 broadcast year this changed dramatically. There was evidence of the producers making a consistent effort to spread important stories, themes, and issues across time. This resulted in more in-depth coverage of events. For example, stories on the crisis in the former Soviet Union were spread over the entire winter semester. From early January through late April there were 44 segments dealing with the crisis on 19 different days. On the fighting in Bosnia-Herzegovina, from February through May there were 30 segments spread over 27 days. Some stories were given a lot of attention, but not spread out over such a long period of time. For example, there were 27 segments dealing with Iraq on 12 different days, but they were all broadcast in a span of 26 days between January 7th and February 1st. This shorter coverage is appropriate, however, given that Channel One is a news program and it must be driven by events as they occur.

Perhaps more important is the editorial content itself. There was an obvious attempt to tie the event of the day to previous stories on the same topic, and to explain why the story is important in the broader scheme of themes. A good example is the coverage of the Janet Reno nomination shown in Table 2.1. The news event of the day was the President's announcement of Reno as his third nominee for Attorney General. The coverage did not stop at presenting the fact; it went on to explain why there was controversy over who was to serve in the position of Attorney General. It included interviews with two different experts who addressed the contention of some that there was bias in the selection process. Additional examples of the types of Channel One coverage can be found Chapter 5 on short term learning. Another example of the changed perspective on editorial content is the emergence of a new type of news feature called *You Decide*. This is discussed extensively in Chapter 7. In short, there were many aspects of the programming for 1992-1993 that suggest it was better suited to fostering student learning of current events.

FIGURE 2.1 DISTRIBUTION OF TOPICS BY TIME, FALL '92 AND WINTER '93



Note: Bookend refers to the standard opening and closing of the show and segues between stories.

3.

Teachers and Principals Rate Channel One

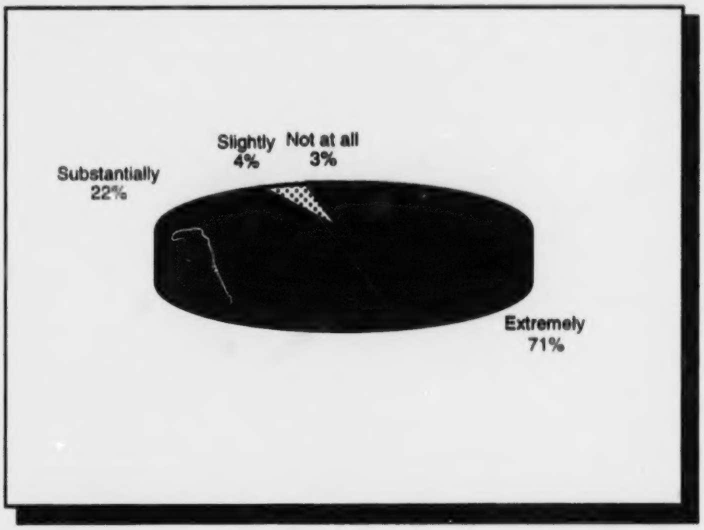
In the first two years of research on Channel One, teachers in the schools where students were being studied were asked for their opinions of the many offerings of the Whittle Educational Network. By and large their attitudes were positive (Johnston & Brzezinski, 1992). This year a national survey was added to the study to learn what a cross-section of both teachers and principals think about Channel One, the Classroom Channel and the Educator's Channel.

In early 1993, a stratified random sample of 100 Channel One schools was selected to be representative of the 10,355 schools across the United States that subscribed to the Whittle Network as of Fall, 1992. Questionnaires were distributed to teachers and principals in those schools in April, 1993. Details on the procedures can be found in the Appendix. The response rate for the principal survey was 90 percent (90 responses), and for the teachers 42 percent (2155 responses). Teacher response rates in most schools was excellent, but in some it was lower than desired. Because the low response could be associated with less positive views of Channel One, responses from teachers in the schools where 25 percent or less of the teachers responded are singled out when they differ from the average.

TEACHER RESPONSES

Before looking at how teachers rate Channel One, it is useful to understand teachers' views about the importance of current events in the school curriculum (Figure 3.1). Overall, over 70 percent of the teachers said it was extremely important "for teens to learn about current events in school." Only 7 percent felt the goal was not important. Teachers in middle schools and junior highs valued the goal more highly than high school teachers. They more often said that it was "extremely" important (75 versus 68 percent), while teachers of the older students more often said it was "substantially" important (29 percent versus 22 percent). Teachers in the schools with the highest response rates (76–100 percent) were more likely to say that it was extremely important, while teachers in the schools with the poorest response rates (25 percent or less) were a little more likely to say that it was only slightly or not at all important.

FIGURE 3.1 IMPORTANCE OF STUDYING CURRENT EVENTS IN SCHOOL



Regardless of these differences, however, it is clear that teachers view school as an appropriate place for teens to learn about current events; only 5 percent of teachers from even the low-responding schools fell in the slightly or not at all important categories.

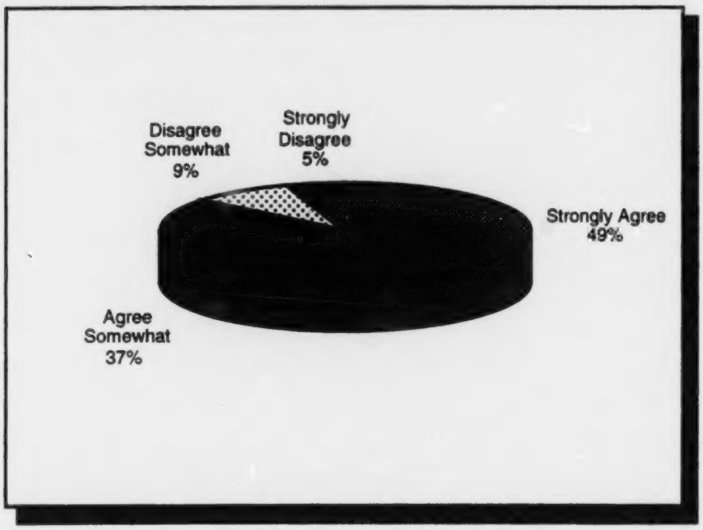
Grading Channel One

Given that, do they think Channel One is a worthwhile use of school time (Figure 3.2)? Nearly 50 percent "strongly agree" that it is worthwhile; another 37.2 percent "agree somewhat." Nine percent "disagree somewhat" while less than 5 percent "strongly disagree" with the statement. There are no significant differences between the high school and middle school/junior high teachers in the sample, but there is a significant difference based on the schools' response rate.

In that analysis, it appears that people who were more positive about Channel One were more likely to return their survey. Among the schools with a 76 to 100 percent response rate, 92 percent agreed with the statement that Channel One was a worthwhile use of school time, while just 8 percent disagreed. But in the schools where there was a 1 to 25 percent response rate, 83 percent agreed with the statement and 17 percent disagreed. There is, therefore, reason to believe that the overall percentage of teachers who think Channel One is a worthwhile use of school time would probably have been somewhat lower had all teachers in the sample responded. It is clear, though, that those who think it is worthwhile would still have been higher than 85 percent.

Teachers who viewed Channel One regularly were asked to "grade" Channel One on two dimensions:

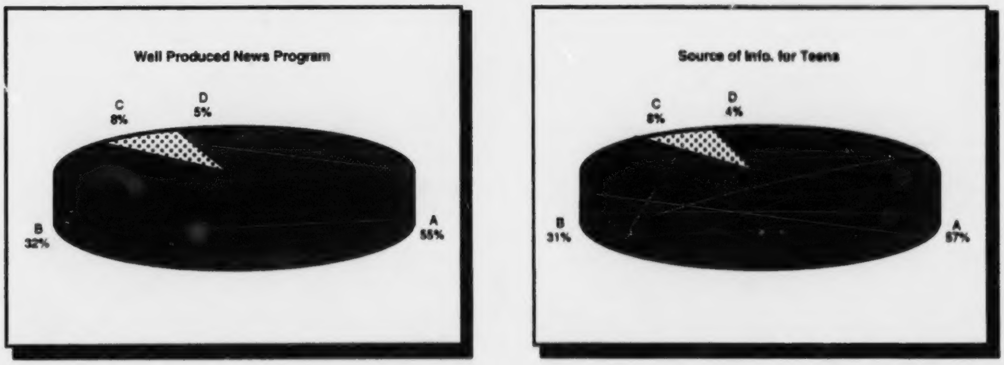
FIGURE 3.2 CHANNEL ONE WORTHWHILE USE OF SCHOOL TIME



1. as a well-produced news program, covering national and international news in appropriate depth with accurate, balanced reporting,
2. as a source of information that's valuable for teens to know presented at an appropriate level.

In both cases, Channel One fared well (Figure 3.3). Overall, 55 percent of the respondents gave Channel One a grade of A as a news program. Another 32 percent gave it a grade of B. Only 5 percent gave it a grade lower than C on its value as a news program. As a source of valuable information for teens the grades were similar. Over 58 percent gave it an A, 31 percent gave it a grade of B, while 4 percent gave it a grade lower than C.

FIGURE 3.3 TEACHERS GRADE CHANNEL ONE



There were some differences among respondent subgroups (Table 3.1). Teachers of middle school/junior high school students gave Channel One slightly higher grades than did teachers of high school students. But there were no sizable differences among the grades *within* those broad categories; that is, teachers of eleventh and twelfth grade students didn't answer noticeably different from teachers of ninth and tenth grade students. Similarly, teachers of seventh and eighth grade students didn't answer differently from teachers of sixth grade students.

TABLE 3.1 TEACHERS GRADE CHANNEL ONE

		Well-Produced News Program					**Valuable Source of Information for Teens**				
	N	A	B	C	D/F	AVG.	A	B	C	D/F	AVG.
ALL TEACHERS	1833	55%	32%	8%	5%	B+	58%	31%	8%	4%	B+
HIGH SCHOOL	904	53	33	11	4	B+	56	32	8	4	B+
MIDDLE SCHOOL	789	58	29	9	4	B+	60	28	8	3	A-
SOCIAL STUDIES	276	62	28	8	3	A-	64	27	6	3	A-
FOR. LANGUAGE	81	59	30	7	4	A-	65	28	4	4	A-
MATH & SCIENCE	512	50	34	11	4	B+	56	31	9	4	B+
OTHER	830	55	31	10	4	B+	56	32	8	4	B+
VIEW 4-5 SHOWS/WK	1438	60	30	9	2	A-	62	30	7	2	A-
VIEW 3-4 SHOWS/WK	199	43	41	13	4	B+	47	38	11	5	B+
VIEW 1-2 OR NEVER	185	34	36	15	16	B	39	33	14	14	B

Note: High school = teachers who primarily teach in grades 9-12; middle school = teachers who primarily teacher in grades 6-8.

One might think that social studies teachers would give Channel One much higher grades than teachers of other subjects, but that was not the case. In fact, foreign language teachers were almost as likely as social studies teachers to give the show an A as a news show (59 percent for foreign language teachers versus 62 percent for social studies teachers, 50 percent for math and science teachers, and 55 percent for other teachers). As a source of valuable information for teens, again there were no significant differences based on the teacher's subject area. Of the social studies respondents, 64 percent gave the show an A as a source of valuable information, 65 percent of the foreign language teachers, 56 percent of the math and science teachers, and 56 percent of the other teachers.

The more often a teacher watched Channel One, the higher the grade they gave it. Among those who said they usually watched the show four or five days per week, the average grade was an A-. But among those who said they almost never watched Channel One, the average grade was a B.

In fact, of the 93 respondents who said they never or almost never watched Channel One, 11 percent (that is, 10 people) gave it an F on both dimensions, a far higher percentage than any other group of respondents who gave a grade of F. If respondents watched even one or two shows per week, the number giving Fs dropped to just 1 percent. Clearly, there's a chicken and egg problem here: Did teachers not watch Channel One because they didn't like what they were seeing, or did they not watch it enough to see the merits that regular viewers saw? Unfortunately, this study cannot answer that question.

Once again, more surveys were returned from schools where teachers feel positively about Channel One. Of the schools where 76 to 100 percent of the teachers returned the survey, 58 percent of the teachers gave Channel One a grade of A as a news show and 65 percent gave it an A as a source of valuable information for teens. But among those schools with a 25 percent response rate or less, the comparable percentages were down to 49 and 48 percent. As before, though, these results are positive enough that Channel One would have received high grades even if more teachers from low response schools had returned their survey. After all, only 6 percent of the teachers in the low responding schools gave Channel One a grade below C as a news show, and only 5 percent gave it a grade below C as a source of valuable information for teens.

Frequency of Viewing

Middle school/junior high teachers are slightly more likely than high school teachers to watch Channel One four or five times a week (72 percent versus 68 percent), while high school teachers are more likely to watch three or four times a week (11 percent versus 8 percent). More social studies teachers said they watch the show four or five times a week (76 percent versus 74 percent for math/science teachers, 70 percent for foreign language teachers and 66 percent for other teachers). The percentages are reversed for teachers who said they almost never watch Channel One: just 8 percent of social studies teachers, 10 percent of math/science teachers, 13 percent of foreign language teachers and 16 percent of other teachers. These differences in viewing frequency, while modest, were statistically significant based on subject taught. There were, however, no significant differences in the frequency of viewing Channel One based on the response rate of schools included in the survey.

Discussing the Shows with Students

Teacher-led discussion of the news content of Channel One has been established as an important factor in student learning (Johnston & Brzezinski, 1992; Johnston & Anderman, 1993). Seventy percent of the respondents agree or strongly agree with the statement that they make a significant effort to discuss important Channel One stories with their students (Q.12). This varies by level taught, however. While nearly three-quarters (73 percent) of the middle school/junior high teachers said they make that effort, only two-thirds (66 percent) of the high school teachers said they did.

Not surprisingly, the effort made to discuss important Channel One stories is related to the frequency with which teachers watch the show. The more often teachers watch the show, the more they feel that they make a significant effort to discuss stories. And, in keeping with patterns seen earlier, teachers from schools with higher response rates said they make a significant effort to discuss stories more often than teachers from schools with lower response rates; 72 percent of the teachers from the high response rate schools agreed with the statement, while 65 percent of the teachers from the low response rate schools agreed.

Given that most teachers believe it is appropriate for teens to learn about current events in school, what would keep them from discussing Channel One stories more often (Q.13)? The respondents offered these explanations:

- About a third of the high school teachers and a quarter of the middle school/junior high teachers said it's because the stories don't match what they need to teach.[1]
- About a quarter of the teachers said that they can't take time from their regular class material to talk about Channel One stories.
- About 20 percent of the teachers said that students don't seem interested in the stories, so they don't discuss them.
- About 12 percent of the teachers said they can't plan to include discussions in their class time because they never know what will be on the show.

The quality of the Channel One news stories was not an issue; only about 5 percent said they don't discuss the stories because there isn't enough "meat" in them to support instruction.

Perception of Student Interest

Besides asking teachers how important *they* thought it was for students to learn about current events in school, they were also asked how their students felt about the matter. About 76 percent of all teachers agreed "somewhat" or "strongly" that their students believed it was important to learn about current events.

Teachers from schools with high response rates were more likely to agree that their students believe learning about current events is important—27 percent strongly agreed, 55 percent agreed somewhat. For the teachers from schools with low response rates, the comparable percentages were 12 and 64 percent, respectively.

When teachers were asked if they thought the students they taught found the content of Channel One interesting and targeted to them, 80 percent felt they did (22 percent agreed strongly with the statement, another 58 percent agreed somewhat.) As with some other results, there is a significant difference in responses based on the level at which respondents teach, with the middle school/junior high teachers being more likely to agree strongly that students find Channel One interesting.

---

[1] This difference across levels is statistically significant.

Looking at responses based on schools' response rates, 32 percent of the teachers from high response rate schools strongly agreed that their students found the content of Channel One interesting. Only 18 percent of the teachers from low response rate schools said the same thing. But when you add the teachers who agreed either strongly or somewhat with the statement, 85 percent of the high response rate schools' teachers selected one of those responses while 79 percent of the low response rate schools' teachers did—not such a great difference, and quite a positive result overall. Teachers' predictions, however, are not an indicator of what students actually learn (see Chapters 5 and 6).

Teachers were asked what portion of their students pay enough attention to Channel One that they might be expected to learn something from it. The criterion was that three quarters or more of their students paid enough attention to learn something from viewing. Overall, only 43 percent felt they taught classes that met the criterion. As with other findings, there were significant differences based on the level at which the teachers taught: the percent of high school teachers was 39 percent, but 47 percent of the middle school/junior high teachers. Eleventh and twelfth grade teachers least often said their classes met the criterion—just 36 percent of those teachers had classes that paid sufficient attention.

Social studies teachers were most likely to have this many students pay attention (54 percent, versus 46 percent for foreign language teachers, 41 percent for math or science teachers, and 39 percent for other teachers). Over half of the teachers (51 percent) from schools with the highest response rates said that three-quarters or more of their students paid sufficient attention to learn, but only 37 percent from schools with the lowest response rates. But just about the same percentage—7 percent for the high response schools, 6 percent for the low response schools—said that none of their students paid enough attention to Channel One to learn anything from it.

In a later chapter (Chapter 5) we discuss the difficulty of assessing attention, especially as it relates to learning from a television news program. An adult can look at students in a Channel One classroom and see great variation in apparent attention to the programming. Some students look directly at the television while other students appear to be looking at a book on their desk or a person sitting next to them. Some of the students who appear to be looking away from the screen are clearly attending to the audio, as indicated by the quickness with which they look up at the TV when a story (video and audio) is particularly interesting. Nonetheless, the above data highlight a challenge in "valuing" Channel One. Clearly, a large majority of teachers endorse students learning about current events at school, and a similar large majority give Channel One high marks as a source of current events news and indicate that they personally make a significant effort to discuss important news stories when they arise. But they judge that a majority of their students, while liking the program, do not pay enough attention to learn from the broadcasts. As with much of the content of schooling, many students are not captivated by the study of subjects judged by adults to be important.

Advertising

Teachers were asked whether they agreed with the statement that the ads on Channel One were acceptable, given what they got in return. A little more than a quarter of all teachers (26 percent) strongly agreed. Another half (47 percent) agreed somewhat which probably means they agree, but with some reluctance given the general norm against advertising in schools. Of those who disagreed, 17 percent disagreed "somewhat" and 10 percent disagreed "stongly." It is fair to say that three out of four respondents found the ads a fair tradeoff for the news program, other programming and equipment Whittle provided.

There were no significant differences based on the level at which the teachers taught, but there were differences based on the subject matter taught. Social studies teachers were much more likely to agree "strongly" that the ads were acceptable—36 percent, versus 27 percent for the foreign language teachers, 24 percent for the math or science teachers and 24 percent for the other teachers.

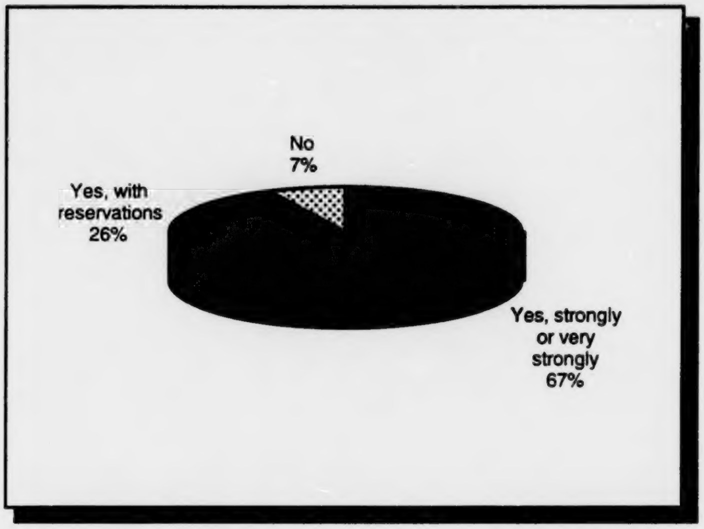
There were also significant differences based on how often teachers watched Channel One: the more often they watched the show, the more acceptable they found the ads. And, finally, there were significant differences based on the response rates of the schools participating in the study. The higher the response rate, the more acceptable teachers found the ads. Still, even in the schools with the lowest response rates, nearly three-quarters of the respondents (72 percent) agreed strongly or somewhat strongly that the ads were acceptable, given what they got in return.

Recommending Channel One to Others

Responses to the bottom line question, "Would you recommend Channel One to other schools and teachers?" confirmed what we saw in the first two years of the study. In Spring 1993, 67 percent of the teachers in the national sample said they would recommend Channel One strongly or very strongly—33 percent very strongly, 34 percent strongly. A little more than a quarter of the teachers (26 percent) said they would recommend it with reservations, while 7 percent said they would not recommend it.

In Fall 1990, at the beginning of this study (and at the beginning of the nationwide introduction of Channel One), 67 percent of the teachers in our nonrepresentative sample said they would recommend Channel One strongly or very strongly, 21 percent said they would recommend it with some reservations, 10 percent were undecided and 3 percent said they would not recommend it. After three years, and now with a representative sample, we can say that Channel One has held its support among teachers very well.

FIGURE 3.4 TEACHERS RECOMMEND CHANNEL ONE TO OTHER SCHOOLS & TEACHERS



"Would you recommend Channel One to other schools and teachers?"

The differences among various subgroups can best be appreciated by examining the percent saying they would strongly or very strongly recommend Channel One to their colleagues. Sixth grade teachers were most supportive (72 percent). The remaining teachers in the sample were very close in their ratings: 66 percent of the seventh and eighth grade teachers, 65 percent of the eleventh and twelfth grade teachers, and 64 percent of the ninth and tenth grade teachers.

There was more diversity in responses based on the subject the teachers taught. Social studies teachers were most supportive, with 75 percent saying they would strongly recommend it. Next in line were the foreign language teachers (71 percent), followed by the other teachers (65 percent) and the math or science teachers (62 percent). Between 5 percent (social studies) and 9 percent (foreign language) of the teachers said they would not recommend Channel One to their colleagues.

Finally, as with most of the other findings, there was a significant difference in responses based on the schools' response rate. A little under three-quarters (73 percent) of the teachers from schools with the highest response rates said they would recommend Channel One strongly or very strongly, while 63 percent of those from schools with the lowest response rate said that. Also, twice as many teachers from the lowest responding schools said they would not recommend Channel One, compared to the teachers from the highest responding schools (10 percent versus 5 percent).

The Classroom Channel and Educator's Channel

Channel One is the most visible part of the Whittle Educational Network, but there are two other channels available to subscribers. The Classroom Channel provides non-commercial educational programs for students and the Educator's Channel provides non-commercial staff development programs.

A third of the respondents in this study (33 percent) said they had seen three or more offerings of the Classroom Channel or Educator's Channel in 1993. Another third (34 percent) said they had seen one or two shows. That leaves a third who said they hadn't seen any offerings. Most teachers (57 percent) felt that the programs they had seen were of mostly high quality; another 40 percent said that some were good while others were bad. Only 3 percent of the respondents said that the Classroom Channel and Educator's Channel shows they had seen were mostly bad.

PRINCIPAL RESPONSES

When schools add to the offerings available to students, they presumably do so in order to improve the curriculum. When we asked principals whether the addition of Channel One had resulted in a strengthened curriculum, 16 percent said their curriculum was much stronger with Channel One and 45 percent said it was a little stronger. More than a third of the principals (38 percent) said the curriculum was about the same as before the introduction of Channel One, but only one person said the curriculum was weaker with Channel One.

There were no significant differences in these results based on the level of the school (high school versus middle school/junior high). There were significant differences, however, based on how well principals liked the schedule they had worked out for showing Channel One. The more satisfied a principal was with the school's broadcast schedule, the stronger they thought the curriculum had become since the addition of Channel One. In fact, it is *only* principals who are satisfied with the schedule who said their curriculum is much stronger.[2]

Contribution of the Whittle Educational Network

Just under half the respondents (47 percent) said that their school's current events materials were much better after the addition of the Whittle Educational Network; another 40 percent said they were a little better. And over half the respondents (51 percent) said their school's instructional video support for regular curriculum areas was much better now, while another 39 percent said it was a little better now.

---

[2] Roughly one in five responding principals expressed dissatisfaction with the schedule they had selected to rebroadcast Channel One within the building.

Professional development materials, which would theoretically be improved by the offerings available on the Educator's Channel, were judged much better by 18 percent of the respondents, a little better by 43 percent, and about the same by 38 percent. Finally, 59 percent of the respondents said their school's overall instructional technology was much better since introduction of the WEN and 33 percent said it was a little better (questions 12-15).

The addition of the networked TV monitors that were provided by Whittle allowed a number of schools to offer services that weren't previously available (Q.6). For example,

- 44 percent of the respondents said they now have a student-produced school news show,
- 60 percent said they have cable television available to all the classrooms equipped with Whittle monitors,
- 62 percent said they have schoolwide distribution of non-Whittle educational programming, and
- 25 percent said they use the monitors for administrative announcements to teachers.

Factors Affecting Principals' Ratings

Is it the programming or the equipment that shapes principals' opinions of WEN? Regarding the programming, about half the principals (46 percent) said that the network's centerpiece, Channel One, was very important in their overall opinion of the merit of the WEN; another 49 percent said it was somewhat important. The percentages were similar regarding the Classroom Channel—49 percent said it was very important, 46 percent said it was somewhat important—and the Educator's Channel—40 percent said it was very important and 51 percent said it was somewhat important.

But the equipment was equally important or more so; 76 percent said the loaned video equipment was very important to their opinion of the network's merit. Seventeen percent said it was somewhat important, and 7 percent said it wasn't at all important.

In forming an opinion about Channel One, the commercials were not an important factor for most principals. Two-fifths (41 percent) said the advertising wasn't at all important as a factor; and another two-fifths (41 percent) said the commercials were somewhat important. Less than one-fifth (18 percent) said it was a very important factor in forming their opinion.

Broadcast Scheduling

Just over half the principals in the sample (51 percent) said they show Channel One first thing each morning. Another 27 percent said they show it in the morning, but not the first thing. Only 7 percent show it at lunch time and only 5 percent show it in the afternoon (Q.1). Ten percent show it more than once each day.

Sixty percent of the schools in the sample show Channel One during homeroom or another non-instructional period. Twenty-four percent show it at the beginning of an instructional period while 10 percent show it at the end of an instructional period. One respondent said Channel One is shown in the middle of an instructional period in his or her school. No school in the sample chose the option of showing it in the cafeteria during lunch.

These results are important when considered with our earlier findings that student learning tends to be greatest when Channel One is shown at the beginning of an instructional period. This schedule permits follow-up discussion between teachers and students, and it appears that those discussions are an important factor in increasing student learning. Data from the respondents in the national survey suggest that only one school in four is showing Channel One at the time most likely to enhance the potential for increased student learning.

The vast majority of respondents (82 percent) said they were satisfied with their Channel One viewing schedule. Seven percent of the respondents said they were dissatisfied and already knew what change they would make in viewing schedules; another 7 percent were dissatisfied but hadn't yet decided how to adjust the schedule. Four percent of the respondents were dissatisfied with their schedule but felt it couldn't be changed because of factors outside their control.

Adoption and Re-Adoption

The final three questions on the survey were "marketing" questions which we realized some principals would prefer not to answer; the survey made specific mention that those questions could be omitted. Nineteen percent of the respondents did leave those questions blank. We analyzed responses to other questions on the survey, comparing the principals who answered the marketing questions to those who did not, and found that more of those responding tended to think their curriculum was stronger because of Channel One than did the nonrespondents. But otherwise they were very similar in their responses to the remaining questions. As a result, we see no systematic bias in the responses to the last three questions on the principal survey.

Regarding the original decision to adopt Channel One: over half of the responding principals said that the video system contributed by Whittle—not the instructional potential of the programs—was the main reason their school adopted Channel One; 26 percent agreed strongly with the statement while 30 percent agreed somewhat. But 34 percent disagreed with the statement, and 10 percent strongly disagreed.

The survey offered several possibilities to help explain why schools had selected Channel One instead of CNN Classroom. The most apparent reason for not selecting CNN was that schools didn't have (or did not want to buy) the monitors or wiring that would have been necessary for schoolwide viewing; 43 percent of the respondents said that was a reason they decided against CNN Classroom. Other popular reasons were:

- they did not know enough about CNN Classroom (31 percent of the respondents), and
- the Classroom Channel and Educator's Channel were important side benefits of Channel One (also selected by 31 percent of the respondents).

Only 5 percent said their teachers did not think their students would like CNN Classroom, and no one said they did not choose CNN Classroom because their teachers did not like it.

Finally, principals were asked whether they expected to renew their contract with Whittle when the initial contract expired. Three respondents (4 percent) said they had already renewed, and another 53 respondents (72 percent) said it was very likely that they would renew. Fifteen respondents (20 percent) said it was somewhat likely. Only 3 respondents (4 percent) said it was not at all likely. Those 3 respondents were middle school/junior high principals who were dissatisfied with their Channel One viewing schedule (but all of whom had a plan for changing the viewing schedule), and who said that the value of the loaned equipment was not at all important in formulating their opinion of the Whittle Educational Network. Only one of the three answered the question about the implications of showing commercials, but that person said it was very important in his or her overall determination of the merit of the WEN.

The actual renewal rate may be even higher than suggested by these responses. The sample includes some principals for whom renewal was a reality; their contract would expire within a few months of completing the questionnaire. But the sample also includes principals for whom the decision to renew was a year or two in the future. According to Whittle, of the 4,627 schools whose contact expired in the summer of 1993, 4,609 renewed for an additional three years.

SUMMARY

The clear message from the survey of a nationally representative sample of educators in Channel One schools is that they are satisfied with the programming and technology they are receiving from Whittle. Teachers assign the programming an average grade of A- to B+. The percentage clearly disenchanted with the programming is less than ten percent. Two-thirds of the teachers would strongly or very strongly recommend Channel One to their colleagues. Nearly three-quarters of the principals have either already renewed or consider it very likely that they will renew their contract with Whittle for additional years of service. Actual renewals appear to be higher than suggested by these responses.

The programming itself seems to be the major factor underlying the positive responses of teachers. Most teachers feel current events should be a central part of the school curriculum and that Channel One provides good programming in this arena. They feel Channel One is a quality news program and a source of information appropriate for teens. A majority feel that the commercials are acceptable, given what they receive in return. Principals also place a high value on the Classroom Channel and Educator's Channel. On balance, 61 percent of the principals feel that their overall curriculum is strengthened by all of the offerings of the Network and 87 percent feel that their current events materials are better.

The loaned equipment was a strong inducement to principals who contracted for the Network and schools have taken advantage of their new video capabilities. In short, for an innovation of this magnitude, Channel One and the other aspects of the Network have generally impressed the educators who have the closest contact with it.

4.

Students Rate Channel One

In this chapter we examine the views of students regarding Channel One—the extent to which they watch and attend to the program, how much they like the program, and the extent to which they think they learn from watching. The schools in this year's study are not a representative cross section of Channel One schools as in past years. As "exemplary schools," they were selected for the very reason that students and teachers in these schools valued Channel One, and the teachers were supportive of including current events discussions in the curriculum. So the response of students may be more positive than in the average Channel One school. (Additional explanation of how and why these schools were selected appears in Chapter 6.)

ATTENTION TO THE BROADCASTS

In the high schools, 80% of the students reported that they watch Channel One five days a week, and another eight percent reported watching four days a week. The percentage was a little higher for middle school students. These self-reports of viewing indicate that the students were regular viewers within the Whittle definition. To take into account a variety of competing activities that are inherent in school life such as school-wide testing, school assemblies, and student council, the contract between Whittle and participating schools requires that students view 90% of the shows. This translates to 4.5 shows per week.

TABLE 4.1 FREQUENCY OF VIEWING CHANNEL ONE (Q. 91)

	NEVER	ONE OR TWO DAYS	THREE DAYS	FOUR DAYS	EVERY DAY	TOTAL
HIGH SCHOOL	4	4	4	8	80	100%
MIDDLE SCHOOL	4	3	3	6	84	100%

Attention, as opposed to simply viewing, is a complex concept, and there are no norms for what level of self-reported attention is essential for learning from other forms of instruction such as a teacher lecturing or class discussion. How much attention is needed to learn current events highlights from a TV news program is even less clear. Few adults would report paying attention to the evening news the whole time it was on. Home viewing of the news is a time to pick out what is new and important to the viewer, while simultaneously opening the mail, scanning a newspaper, and exchanging words with the family. It is clearly possible for a person to actively process TV news while doing something else at the same time.

Twenty percent of the high school students reported that they paid attention "the whole time;" another 43% said they "usually" pay attention (see Table 4.2, Row C). Thirty-seven percent reported paying attention "occasionally" or "rarely." The average student could be described as attending as needed, but doing other things (quiet talking, completing homework) at the same time. Ninth graders reported paying slightly more attention than students in higher grades. There were no differences between boys and girls, or among students with different grade point averages.

TABLE 4.2 SELF-REPORT OF ATTENTION TO CHANNEL ONE

	4. RARELY	3. OCCASIONALLY	2. USUALLY	1. WHOLE TIME	TOTAL
A. YR. 1 HIGH SCHOOLS	13	27	37	23	100%
B. WESTLAKE	12	25	35	27	100%
C. YR. 3 HIGH SCHOOLS	8	29	43	20	100%
D. YR. 3 MIDDLE SCHOOLS	3	12	37	48	100%

NOTE: "Yr. 1" and "Yr. 3" refer to when the study was conducted, not the year when the school began broadcasting.

In the first year of research on Channel One, an ethnography was conducted in one high school. A researcher was present in classrooms for many days across a whole year and captured the rhythm of classroom attention across a variety of situations. An excerpt from the ethnography portrays a kind of dual processing that characterizes student attention to Channel One. Westlake High School is the pseudonym for this school.

> In most classrooms [at Westlake High School] attention is quite varied over the course of any one broadcast. Students appear to "graze," sometimes attending carefully, other times turning to their homework or conversing with friends. When they turn away from a story it appears they are still processing the information at some level, because they will turn back to the TV instantly if something in a story is of interest. Attention to any one story varies by individual student interests, by developmental interest patterns (differences between 14 year olds and 17 year olds), by the rhythm of events in the school that vie for student attention (homecoming, prom, or the publication of the school newspaper), and by issues of importance in the larger society such as the Gulf War.

Westlake students responded to the same question about attention asked in all the Channel One studies. "When Channel One is broadcast, how much do you pay attention to the program?" The responses from several different studies are shown in Table 4.2. Self-reports of attention at Westlake, at all 11 high schools in the Year 1 study, and at all four high schools in the Year 3 study are quite similar, lending support to the proposition that the description of Westlake typifies viewing everywhere.

The middle schools in this year's study are notably different, with a much higher percentage of students reporting that they attend "the whole time." In fact, grade level is a strong predictor of attention across the entire grade span. The average attention of sixth graders is 1.49 (between "whole time" and "usually") and for 12th graders 2.35 (a little below "usually").

RATING THE SHOWS

Students were asked three questions designed to assess the perceived value of Channel One.

Overall Information Value	Compared to other information you learn in school how VALUABLE is the information you learn from Channel One? (Much less valuable; A little less valuable; About the same; A little more valuable; Much more valuable) [Q. 87]
Information Density	When you watch a Channel One story, how often do you feel that you're LEARNING something important? (Never or hardly ever; Only some of the time; Most of the time; Always or almost always) [Q. 88]
Value as an Instructional Medium	Compared to other ways you learn about things in school (ways like reading books, listening to teachers, watching films, and so on), how much do you LIKE learning things from Channel One? (Much better; A little better; About the same; A little worse; Much worse) [Q. 86]

While responses ranged widely, overall Channel One was given high marks. When asked to compare what they learned on Channel One with other information they learned in school, 40 percent said it was equally valuable (Table 4.3A). About one-third found it more valuable and one-quarter found it less valuable. Girls valued it slightly less than boys. It was rated equally by students with different grade point averages, except that students with an "A" or "A-" average rated it a little lower. Twelfth graders were a little less likely than students in grades 9-11 to find it valuable. Middle school students were the most positive with over 50 percent indicating it was more valuable.

Students gave Channel One lower grades for information density—the frequency with which they found segments from which they learned "something important" (Table 4.3B). Almost half the high school students felt they learned something important "always" or "most of the time." But 40 percent felt it was only "some of the time." This probably relates to the varying needs and interests of such a diverse audience of viewers. Not every Channel One news segment is valued by viewers, even segments that cover issues of importance in teachers' eyes (for example, the actions of the President and Congress, or the war in Bosnia). Middle school students were much more likely to feel they learned something important most of the time. Later in this chapter, we examine how students respond differently to various news topics on Channel One.

As a medium of instruction Channel One compared favorably with competing mediums, such as reading books, listening to teachers, and watching films (Table 4.3C). About one quarter of the high school students liked Channel One "about the same" as these other modes, but 58 percent preferred it. Gender and GPA were unrelated to this preference, but grade level was. A higher percentage of middle school students (67%) preferred it.

TABLE 4.3 STUDENT RATINGS OF THE VALUE OF CHANNEL ONE

A. VALUE OF CHANNEL ONE INFO. COMPARED TO OTHER INFO. LEARNED IN SCHOOL (Q. 87)

	1. MUCH LESS VALUABLE	2. A LITTLE LESS VALUABLE	3. ABOUT THE SAME	4. A LITTLE MORE VALUABLE	5. MUCH MORE VALUABLE	TOTAL
HIGH SCHOOL	9	15	40	26	9	100%
MIDDLE SCHOOL	5	12	41	29	13	100%

B. FREQUENCY OF LEARNING SOMETHING IMPORTANT FROM CHANNEL ONE STORIES (Q. 88)

	1. NEVER OR HARDLY EVER	2. ONLY SOME OF THE TIME	3. MOST OF THE TIME	4. ALWAYS OR ALMOST ALWAYS	TOTAL
HIGH SCHOOL	13	40	39	9	100%
MIDDLE SCHOOL	6	24	52	19	100%

C. LIKE LEARNING FROM CHANNEL ONE COMPARED TO BOOKS, TEACHERS, ETC. (Q. 86)

	1. MUCH WORSE	2. A LITTLE WORSE	3. ABOUT THE SAME	4. A LITTLE BETTER	5. MUCH BETTER	TOTAL
HIGH SCHOOL	6	10	27	32	26	100%
MIDDLE SCHOOL	4	5	24	32	35	100%

As noted earlier, the 1992-1993 edition of Channel One was substantially different from the program in earlier years. The focus was much more on "hard" news, and the teen living segments dealt more exclusively with serious topics such as AIDS, alcoholism, and teens in prison. Students were asked to compare the new version of Channel One with the version from previous years (Table 4.4). More than half reported that they found it to be an improvement; a little over one quarter liked it about the same as before. Less than 20% liked it less.

TABLE 4.4 HOW WELL DO YOU LIKE THE NEW FORMAT OF CHANNEL ONE (89)

	1. MUCH LESS WELL	2. A LITTLE LESS WELL	3. ABOUT THE SAME	4. A LITTLE BETTER	5. MUCH BETTER	TOTAL
HIGH SCHOOL	8	11	29	27	26	100%
MIDDLE SCHOOL	8	10	25	29	29	100%

* 7% of high schools students and 28% of middle school students are excluded from this table; they reported they did not remember the older format.

PREFERENCES FOR STORY TYPES

Channel One covers a wide array of topics. Students were given descriptions of several story types and asked how interesting they typically found these segments to be.

Q. 57 Stories about science (for instance, stories about space, animal rights, and hurricanes)

Q. 58 Stories about events in the Middle East, the Soviet Union, Bosnia-Herzegovina and other foreign places

Q. 59 Stories about politics (such as what Congress and the President are doing)

Q. 60 Stories about US news events like the World Trade Center bombing, the standoff in Texas and the blizzard in March

Q. 62 The *You Decide* segments on topics like gays in the military, doctor-assisted suicides, and teen curfews

Q. 63 Stories about opportunities for teens (for instance, the series on going to college)

Q. 64 Stories about problems of special importance to teens (for instance, AIDS, alcoholism, and teens in prison)

Q. 65 Sports stories (for instance, the basketball finals, the Super Bowl, and interviews with athletes)

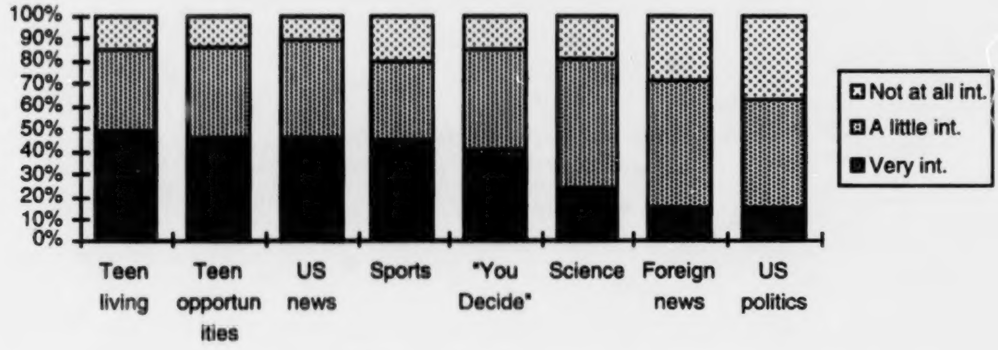
For each type of story, students could indicate whether it was usually "1. not at all interesting," "2. a little interesting," or "3. very interesting." Figure 4.1 shows the results. For high school students, six story types were almost equally interesting, garnering "very interesting" votes from 40-52% of the high school students, and "not at all" votes from less than 20%. The top spots were reserved for stories about teen problems, teen opportunities, and sports, but also for US news (Trade Center bombing, the Waco standoff, and the March '93 blizzard) and for the story type that was new for '92-'93—*You Decide* segments designed to challenge teens to think about the appropriate stance society should take on issues ranging from gays in the military to the death penalty. Much lower interest was shown in stories about science, foreign news, and domestic politics (elections and the actions of the President and Congress).

There is an intriguing contrast between the low interest in stories about the President and Congress (average=1.79) and the higher interest in *You Decide* segments. These segments are described in detail in Chapter 9. They concern tough issues faced by political leaders: for example, does the government have the right to impose curfews on teenagers? Should a five-day waiting period be imposed for the purchase of hand guns? Should the US intervene in Bosnia? The format invites higher attention and interest because the viewer is not left on the sidelines to observe the actions of far-away politicians. If schools want students to be engaged by hard news topics, it may be helpful to package them in formats that invite more active processing by learners.

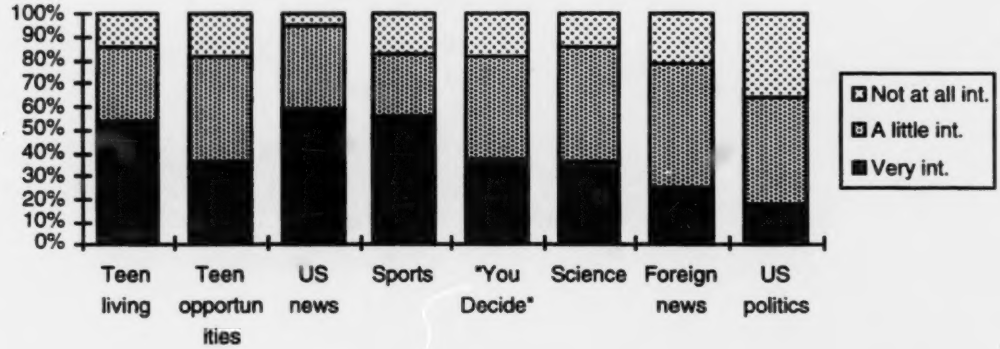
For middle school students, the overall percent choosing "very interesting" was a little higher. But the rank order was similar except for "teen opportunities." For the latter, the example presented in the questionnaire was a series on going to college, an event far removed from the lives of middle school students.

FIGURE 4.1 INTEREST IN STORY TYPES

Ratings of How Interesting Different Story Types Are (Q. 57-65)
High School Students



Ratings of How Interesting Different Story Types Are (Q. 57-65)
Middle School Students



Gender is a strong predictor of interest in some story types. It did not predict interest in science, foreign news, stories about the President and Congress, or stories about US events such as the World Trade Center bombing and the Waco standoff. But gender did predict interest in several other topics. Boys expressed a much higher interest in sports stories. Girls showed higher interest in a cluster of story types that include entertainment stories, the *You Decide* segments, teen opportunities, and teen living which included series on AIDS, alcoholism, and teens in prison. It appears that girls are no less interested than boys in the hard news stories, but they do have a higher interest in the stories that concern people, relationships, and personal decision making.

PERCEIVED LEARNING

It was noted earlier that 53 percent of the high school students felt they were learning important things only "some of the time" or "hardly ever." To discover if there were differences in perceived learning according to the subject matter, students were presented with a list of story topics and asked how often they felt they learned "something new and valuable" from stories about that topic. They had three possibilities: "1. almost never," "2. sometimes," and "3. almost always."

Q. 75 Stories about science (for instance, stories about endangered species of animals, space flights, and how hurricanes and tornadoes happen)

Q. 76 The reports from reporter Anderson Cooper telling about life in Africa

Q. 77 Stories or advertisements about staying off drugs, staying in school

Q. 78 Stories about events in the Middle East, the Soviet Union, South Africa and other foreign places

Q. 79 Stories about US news events like the economy, the presidential election and what Congress, the President and the Supreme Court are doing

Q. 81 Stories about opportunities for teens (for instance, the series on going to college)

Q. 82 Stories about problems of special importance to teens (for instance, AIDS, juvenile justice, child abuse, and eating disorders)

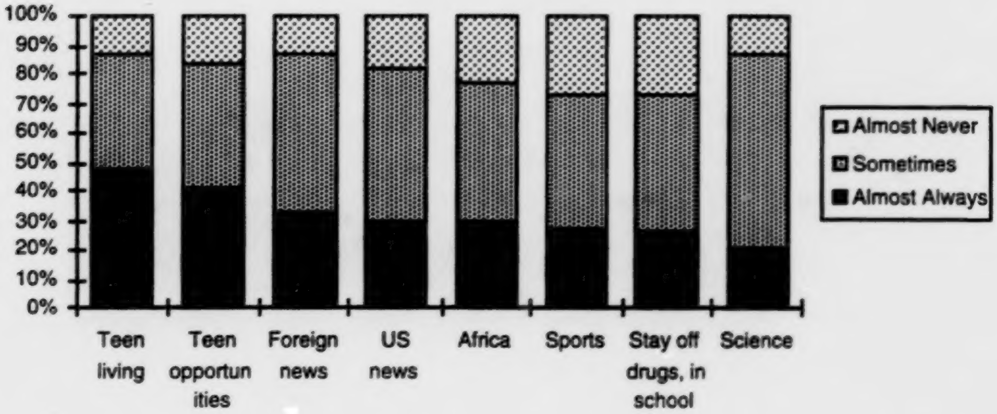
Q. 83 Sports stories (for instance, the World Series and achievements of various athletes and teams)

The responses are summarized in Figure 4.2. Fifty percent of high school students felt they learned something new "almost always" from stories about teen issues such as AIDS, child abuse, eating disorders, and staying off drugs. The percentage is 40 percent for stories about teen opportunities. It is about one-third for most other story types except science for which it is only 21 percent. For most story types, the percent who felt they learned something new at least "sometimes" is quite large—from 40-55 percent. The percent who felt they "almost never" learned anything new from stories ranged from 12-25%.

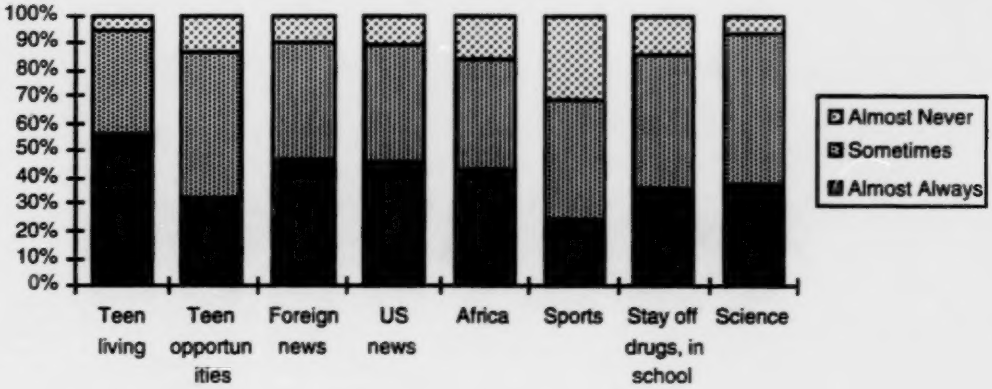
Gender is again a strong predictor, with a pattern similar to that seen for story interest. The biggest difference appears for learning from stories about teen issues. Girls reported more frequent learning from these stories. Grade level (or age) is also associated with perceived learning from these same stories. On average, younger students in high school felt they learned more from every type of story.

FIGURE 4.2 PERCEIVED LEARNING FROM DIFFERENT STORY TYPES

Did You Learn Something New and Valuable From Stories About (Q. 75-83)
(High School Students)



Did You Learn Something New and Valuable From Stories About (Q. 75-83)
(Middle School Students)



The pattern for middle school students is somewhat different. They are much more likely to report learning "almost always" from the foreign and US news segments, but less likely to feel this way about teen opportunities, for example a story on going to college.

Grade point average was a predictor of perceived learning of foreign and US news. "A" students felt they learned more from these stories than "C" students. As later analyses will show, their perceptions were accurate; "A" students do learn more than "C" students.

SUMMARY

Overall, students in exemplary schools watched the number of shows required by the Whittle contract, about 4.5 shows per week. Students were reasonably attentive to the shows, and most liked what they saw. At least three-quarters of the high school students and more of the middle school students felt the information they learned from viewing was as valuable or more so than other things they were learning in school. The new format of Channel One (more hard news and a more serious tone) was seen as a distinct improvement by at least half of the students. Students were not equally interested in all the topics included in the broadcasts. Foreign news and stories about domestic politics were least interesting to them, but more than three quarters felt they sometimes learned something new from these stories. Across all the topic areas, an average of 81 percent felt they learned something new and valuable "almost always" or "sometimes." Middle school students gave slightly higher ratings overall, suggesting that the program is meeting their needs as well as those of the original target audience of high school students.

5.

Student Learning in the Short Term

Students view Channel One news for ten minutes a day. How much do they pick up and retain in a typical week? This question was answered by testing students on three different Fridays on the content of the broadcasts for the previous four days. The performance of students in Channel One schools was compared with similar students in schools that did not view the broadcasts.

Two pairs of schools were selected for the tests. In each pair, one school was a Channel One school and the other a non-viewing school. One pair included two public high schools in a large metropolitan area in the state of Washington; the other, two parochial high schools in suburban areas of New Jersey. The Channel One schools were not exemplary in their use of the programming, as we have used the term "exemplary" in other portions of this report. Viewing and attention were fairly typical of levels found in schools in studies from prior years, and the teachers did not show unusual commitment to using the news programming in their teaching.

In these four schools all students took the tests. Together, the schools yielded approximately 3,000 students. The pool of students in the Channel One schools was very similar to the pool in the control schools, with only small differences in the distribution of ability (self-reported grade-point average), gender, and grade level. Since some of these factors are known to relate to test performance, a statistical technique called Multiple Classification Analysis was used to make the two groups as equivalent as possible before estimating the effects of viewing.

The overall results for the three tests are shown in Table 5.1. On average, Channel One viewers scored six percent higher on tests that covered the essential facts on the broadcasts. An analysis of each test provides a clearer picture of Channel One's contribution to student knowledge of current events.

WEEK 1—JANUARY 11-14, 1993
IRAQ INVADES KUWAIT AND A SERIES ON ALCOHOLISM

In the first four days of the week of January 11, Channel One covered five major news stories in the course of 22 minutes of "hard" news coverage. The term "hard" news refers to stories about national and world events. It usually refers to events occurring

TABLE 5.1 OVERALL RESULTS ON THREE TESTS OF SHORT-TERM LEARNING

			CHANNEL ONE	CONTROL	DIFFERENCE
1.	January 11-14: Iraq invades Kuwait and a series on alcoholism. Test length: 18 items.	Score	61%	58%	3%***
		N†	(582)	(999)	
2.	February 8-11: Bosnia, national service, and a series on economics. Test length: 16 items.	Score	62%	54%	8%***
		N	(1448)	(1730)	
3.	March 1-4: Bosnia, World Trade Center, and a series on changes in the former Soviet Union. Test length: 15 items.	Score	64%	57%	7%***
		N	(1310)	(1669)	
	Average advantage to viewing				6%

Note: Tests are the sum of correct responses to the T/F items shown in Tables 5.2, 5.3, and 5.5. Total scores were statistically adjusted to take account of minor differences between Channel One and control groups in GPA, gender, and grade level—factors known to relate to performance on tests of current events.
†New Jersey schools only
F-test sig., ***$p<.001$

within the previous 48 hours, but it also includes in-depth features on these events with material from a long time ago. It can be contrasted with "soft news" or "magazine" features which describe stories not tied to recent events. The "hard" news stories, taken from the content analysis described earlier in this report, included:

> Iraqis crossed the border into Kuwait to get weapons left behind after the war. Bush ordered an attack on Iraq because this violated UN rules agreed to by Saddam. Only one of four targeted Iraqi missile sites was hit. • In Somalia, all 14 major warlords finally agreed to a cease-fire. • Doctors transferred a baboon's liver to a 62 year old man. • Ross Perot announced he would run a national political watchdog group designed to keep a close eye on the federal deficit. • A giant oil tanker floated in pieces off the Scotland coast. • For the first time, all 50 states observed the birthday of Martin Luther King Jr. (Detailed summaries of the news stories can be found in the Appendix.)

A magazine feature on three days of this week (14 minutes in all) concerned children of alcoholics. It was produced in a way designed to rivet the attention of teen viewers to the emotional aspects of the issue, but it also contained a number of facts. Among them:

> One out of every eight people, or 28 million people in America, are the children of alcoholics. Alcoholism is a disease, and if you are the child of an alcoholic, you are four times more likely to become an alcoholic too. The earlier you start drinking, the more likely you are to become an alcoholic. Although some people think alcoholism is a learned behavior, it is believed that three in ten people have physiological traits that make them more predisposed to alcohol addiction. Alcoholics can drink more alcohol than non-alcoholics, may experience blackouts, and don't get hangovers. Alcohol contributes to developmental delay among children. Alcohol is the number one killer of 16-24 year old Americans.

Test Results

For this test of short-term learning only the schools in New Jersey participated. Unknown to the research team, the series on alcoholism included an interview with a student from the Channel One test school in Washington. The school decided not to air Channel One this week to protect the identity of the student.

The test was true-false and covered most of the major facts in the news stories. Table 5.2 shows an analysis of all the items on the test. Eight of the 18 items covered the biggest news story of the week: the Iraqi incursion into Kuwait (16 minutes coverage this particular week). Channel One viewers showed a statistically significant advantage on half of the items. They were more likely to know the name of the president of Iraq (Q. 15: 10% difference in scores), the meaning of the term “no-fly zone” (Q. 19: 7%), who the Kurds are who live in one of the "no-fly zones" (Q. 20: 7%), and that both Bush and Clinton supported the use of force to make Iraq adhere to the conditions of the UN cease-fire agreement that ended the Iraqi War (Q. 18: 6%). But Channel One viewers were no more likely to know the underlying reasons for Saddam's action (Q. 16)[1]. The message was in the show, but it was stated too quickly for all but the most attentive.

Since the story was preceded by a map showing the path of the invasion, it was a little surprising that viewers were no more likely than non-viewers to know that Saddam's troops entered Kuwait, not Palestine (Q. 14). Viewers also did not know that the Iraqis have struggled economically since the end of the war (Q. 21). On the one hand this is a high level insight that derives from carefully following the conflict over an extended period of time. On the other hand, the message is clearly embedded in the visuals that form the backdrop for many of the stories on Iraq.

Regarding Somalia, viewers were more likely to know the country's location on a map (Q. 28: 7%). They were also more likely to know that the conflict concerned clan rivalry (Q. 24: 5%). But they were no more likely to know the details of the conflict: whether or not the Marines had suppressed the shooting in the country (Q. 25), whether the Marines had suffered any casualties (Q. 27), or the details of the UN mandate for the peace-keeping force (Q. 26).

Two items were covered only briefly on Channel One news, and viewers did not pick up anything they did not already know. About three-quarters of both viewers and non-viewers knew that Perot had reappeared on the national political scene and started a new watchdog group to monitor deficit reduction efforts (Q. 22) and that David Letterman was switching networks (Q. 23).

The three-part series on children of alcoholics was designed less to teach specific facts than to convey an impression about the challenges of being the child of an alcoholic. Two test items assessed whether viewers learned two of the reported research facts about

---

[1] Percentage differences are not shown if they were not statistically significant.

TABLE 5.2 ANALYSIS OF TEST COVERING JANUARY 11-14 BROADCASTS

	CH. ONE	CONTROL	DIFF.
TOTAL SCORE† N = 582-Ch. One, 1011-control)	61%	58%	3%***
14. Soldiers from Iraq invaded Israel earlier this week and occupied a small area of Palestine. (F)	72%	69%	3%
15. Saddam Hussein is the president of Iraq. (T)	91	81	10***
16. This week's Iraqi invasion was mostly to win back territory taken from it when it lost the Gulf War. (F)	64	63	1
17. After this latest invasion, the United Nations condemned Iraq's actions but did not vote that the US and other countries should attack Iraq as soon as possible. (T)	46	52	-6**
18. President Bush has supported using force against Iraq if it's necessary to make the country follow United Nations' conditions, and President-elect Clinton generally supports Bush on this matter. (T)	92	86	6***
19. The "no-fly" zones recently in the news are areas in Kuwait where no one can travel by air because all the airfields were destroyed during the Gulf War. (F)	75	68	7*
20. The Kurds are a group of people in Northern Iraq who oppose the Iraqi government and who were being killed by Iraqis until the US and other countries decided to help protect them. (T)	73	66	7**
21. Even though Iraq lost the Gulf War, Iraqis have seen their standard of living increase in the past year. (F)	68	65	3
22. Recent presidential candidate Ross Perot is starting a "watchdog" group to keep an eye on the federal government; Perot is particularly worried that the government won't pay enough attention to the federal deficit. (T)	73	76	-3
23. Late night television host David Letterman announced that he's been happy doing his show at NBC and wouldn't consider moving to another network. (F)	74	76	-2
24. Many recent problems in Somalia were caused by fighting between different "clans" of armed bandits and gunmen. (T)	86	81	5**
25. The US Marines in Somalia haven't yet succeeded in stopping the shooting throughout the country. (T)	74	74	0
26. The UN has ordered that troops in Somalia can seize only weapons people are carrying or have in their cars. (F)	49	50	-1
27. So far, there haven't been any deaths or serious injuries among the US Marines in Somalia. (F)	84	82	2
28. The shaded area on the map at the right shows the country of Somalia. (T)	76	69	7***
29. Researchers have found that most parents who are alcoholics drink too much because they can't cope with problems caused by their children. (F)	80	76	4
30. In families with an alcoholic parent, lots of stress is caused by constantly discussing the parent's drinking. (F)	41	40	1
31. Teenagers who DON'T get drunk easily are more likely to become alcoholics than those who do. (T)	69	46	23***

†Total score=sum of correct responses to items 14-31 (18 items). The total score was adjusted to take account of minor differences between groups in GPA, gender, and grade level—factors known to relate to performance on tests of current events. The scores on individual items were not adjusted. *p<.05; **p<.01; ***p<.001

alcoholic families (Q. 29-Q. 30); they did not. However they did learn a fact that would be salient to teens who are thinking about (or already experimenting with) drinking: that teens who DON'T get drunk easily are more likely to become alcoholics than those who do (Q. 31: 23%).

WEEK 2—FEBRUARY 8-11, 1993
BOSNIA, NATIONAL SERVICE, AND A SERIES ON ECONOMICS

From February 8-11 there were five key news stories:

> Clinton signed the Family Leave bill into law; workers get up to 12 weeks unpaid leave for childbirth, illness, & emergencies. Jobs guaranteed when they return • Dr. Kevorkian helps people commit suicide. Currently, in Michigan, it is not illegal. Should doctor-assisted suicide be legalized? • GM and NBC are fighting over an NBC Dateline show that may have rigged for TV the explosion of a "sidesaddle" gas tank on a GM truck. • Clinton is trying to make the EPA a Cabinet-level department to give the environment a higher priority. • Racism, tortures and mass murder all going on in Bosnia-Herzegovina. Serbs blamed for most; Croats and Muslims fighting too. Clinton says he has a plan: UN peace-keeping force, no-fly zone, tighter embargo. Fearful that if no country does this, the conflict may spread to other parts of Europe. (Detailed summaries of the news stories can be found in the Appendix.)

This week also included a three-part, 13-minute series on the Federal Reserve. It was designed to teach viewers the function of the Fed in the US economy. An abstract of one day in the series appears below. The series is a contrast to most news segments in that it systematically presents a body of information about a single topic, much like a textbook would.

> Fed is our nation's bank. 3 functions: controlling how much money is in circulation, supervising banks, setting discount rate. Inflation is when prices rise over a period of time because there's too much money in circulation. At one point in 1970s prices were rising at almost 14% a year. In 1970 a new VW Bug cost around $2200. In 1977, it was almost $5500. 1970s time of high inflation, made worse by rise in oil prices. Standard of living was falling as cost of living rose. Inflation is Fed's #1 enemy. How does Federal Reserve control inflation? By taking money out of circulation. In period of inflation Fed limits amount of money banks can lend. Banks increase their interest rates on loans. Higher prices discourage people from buying. Less spending means less money in circulation. If less spending continues over a period of time, called a recession. To combat a recession, Fed puts more money into circulation, but doesn't always get it just right. Some say that Federal Reserve made Great Depression of 1930s even worse by keeping new money out of system. In 1970s Fed let inflation get out of control by letting too much money into system. Unlikely Clinton will be able to fix economy without support of Alan Greenspan, Fed chairman. Separation between President and Federal Reserve (which is controlled by Alan Greenspan).

TABLE 5.3 ANALYSIS OF TEST COVERING THE FEBRUARY 8-11 BROADCASTS

	CH. ONE	CONTROL	DIFF.
TOTAL SCORE† N = 1534-Ch. One, 1828-control)	62%	54%	8%***
14. Bill Clinton completed selecting people for his Cabinet even before he was inaugurated. (F)	63%	66%	-3%
15. Kimba Wood decided not to try to be US Attorney General because she had been convicted of a serious crime. (F)	71	68	3*
16. A 1986 law lets US companies hire illegal aliens, provided they pay Social Security and other tax obligations. (F)	60	54	6**
17. The Clinton administration has already selected a Cabinet member—Commerce Secretary Ron Brown—who hired an illegal alien and did not pay taxes on the money they were paid. (T)	55	50	5**
18. Doctor-assisted suicides are against the law in every part of the country. (F)	74	59	15***
19. Dr. Jack Kevorkian was the first US doctor convicted of murdering a patient by helping with a suicide. (F)	33	33	0
20. General Motors admits that some of its pickup trucks are more likely to catch fire in accidents than pickups from other manufacturers and is now recalling all of them for repairs. (F)	66	52	14***
21. A family whose son died in a GM pickup accident tried to sue General Motors for $105 million but lost the case. (F)	56	47	9***
22. One way in which President Clinton wants to show his support for improving the environment is by making the head of the Environmental Protection Agency a member of the Cabinet. (T)	76	69	7***
23. The Family Leave Law recently signed by President Clinton lets many workers have up to 12 weeks off for family emergencies, illnesses and childbirth, although workers don't get a paycheck while on leave. (T)	69	59	10***
24. For every US dollar in circulation, there has to be a dollar's worth of gold stored in Federal Reserve Banks. (F)	42	49	-7***
25. Serious inflation usually happens when the total amount of money in circulation drops too low. (F)	54	47	7***
26. One major role of the Federal Reserve System is to loan money to banks, which they in turn lend to consumers and businesses. (T)	80	68	12***
27. Alan Greenspan is the head of the United States Federal Reserve System. (T)	71	59	12***
28. The current discount rate is about 7%, about average for the past few decades. (F)	55	52	3
29. Inflation is when the price of things we buy go UP over a period of time. (T)	84	79	5***

†Total score=sum of items 14-29 (16 items). The total scores have been adjusted to take account of minor differences between groups in GPA, gender, and grade level—factors known to relate to performance on tests of current events. The scores on individual items were not adjusted. *p<.05; **p<.01; ***p<.001

Test Results

For this test all four schools participated, yielding 1448 viewers and 1730 non-viewing controls. On average, scores for the viewers exceeded those for the controls by eight percentage points: 62% vs. 54%.

Events in Washington this week focused on Clinton's Cabinet selections. By a small (but statistically significant) percentage, viewers were more likely to know what had happened in the personal lives of Attorney General designee Kimba Wood (Q. 15: 3% difference in scores) and Commerce Secretary Ron Brown (Q. 17: 5%); and what the tax law was that was proving to be a stumbling block for appointees (Q. 16: 6%). They were also more likely to know that Clinton was planning to make the head of the EPA a Cabinet-level position (Q. 22: 7%). But they were no more likely than non-viewers to put all these facts together and figure out that Clinton had not completed the selection of his Cabinet prior to the inauguration (Q. 14). On the issue of Dr. Kevorkian, more viewers knew that doctor-assisted suicide was not against the law everywhere (Q. 18: 15%), but more did not know that Kevorkian had not been convicted of murdering a patient by helping with his suicide (Q. 19). Viewers were more likely to have picked up facts about the defective gas tank design in certain GM pickups (Q. 20: 14%; Q. 21: 9%). They were also more likely to know what the Family Leave Law stipulated (Q. 23: 10%).

Five items assessed what viewers had learned from the series on the Federal Reserve system. Viewers did not learn that the current discount rate was not 7%, even though the program had emphasized that the rate was at an all-time low of 3% (Q. 28). But viewers were more likely to know the meaning of the term inflation (Q. 25: 7%; Q. 29: 5%), the role of the Federal Reserve in the US economic system (Q. 26: 12%), and even the name of the chairman of the Fed (Q. 27: 12%).

A central point of the Federal Reserve series was the extent to which actions by the Fed can have a big influence on consumer prices while actions by the President do not. Two questions asked about perceptions in this regard. It is clear from the data in Table 5.4 that viewers were much more likely to have the correct perception that Greenspan and the Fed have the power to affect consumer prices, while Clinton does not.

TABLE 5.4 SELECTED BELIEFS ABOUT FEBRUARY STORY TOPICS

A. How much impact do you think the US Federal Reserve System has on the price of things you buy? (Q. 31)

	A. A GREAT DEAL	B. SOME	C. NOT VERY MUCH	D. NONE	TOTAL
CHANNEL ONE	48	41	8	3	100%
CONTROL	33	51	12	4	100%

B. How much impact do you think the President of the United States has on the price of things you buy? (Q. 32)

	A. A GREAT DEAL	B. SOME	C. NOT VERY MUCH	D. NONE	TOTAL
CHANNEL ONE	15	36	33	16	100%
CONTROL	22	41	25	11	100%

For Tables A and B: χ^2 sig., $p<.001$

WEEK 3—MARCH 1-4, 1993
BOSNIA, WORLD TRADE CENTER, AND A SERIES ON CHANGES IN THE FORMER SOVIET UNION

In four days of broadcasts, Channel One transmits forty minutes of news and eight minutes of ads. In the first four days of March almost the entire news time (37 minutes) was filled with hard news. The top stories were these:

> A bombing at the World Trade Center in New York City left five dead and more than 1,000 injured; 60,000 workers were restricted from entering damaged buildings. Mohammed Salama, member of a Muslim extremist group, is linked to the bombing. • From the crumbling of the Soviet Union came 15 new, ethnically diverse countries, where many citizens now fight bloody wars for their safety and security. • American planes are on the way to drop their second load of relief supplies over Bosnia. • The bloody standoff between David Koresh's cult and US federal agents in Waco, Texas continues. Four agents and two cult members lie dead after a 45 minute battle. • Clinton continues his campaign for a National Service Project enabling students to pay for college in exchange for public service. • Terrorism continues to be a tactic for violent cause-seekers. As a form of warfare, bombing by terrorists affects more people than actual crimes. (Detailed summaries of the news stories can be found in the Appendix.)

A major series this week covered the momentous changes occurring in the former Soviet Union. The series—entitled The Crumbling Empire—was almost 20 minutes long. Channel One sent a crew to Russia, Georgia, and the Ukraine to provide original footage for the series. While the narrative was fairly fast paced and often packed with facts, the visuals portrayed empty streets and drab buildings (suggesting hard times for ordinary people), ethnic fighting in and at the edges of some towns, and military generals sitting around a table discussing the fate of the nuclear arsenal with a clear explanation by the narrator that the arsenal was a valued negotiating chip that could secure much needed cash from the West. Interviews with English-speaking Russian teens told of hard times and corruption, but conveyed an optimism for the future under the new more democratic governments.

In brief, the series made these points:

> A major superpower just fell apart - Crumbling Empire. Fall of Soviet communism, & new era of freedom good news for everyone, but freedom came with high price. USSR now 15 new countries. Different people of different ethnic groups fighting bloody wars, especially in Georgia. Under communism ethnic groups were suppressed and never had a chance to get along. When communism ended, pent up ethnic and religious tensions were released, leading to fighting. Four countries have nuclear weapons: Belarus, Kazakhstan, Ukraine, & Russia. In Ukraine hundreds of nuclear weapons pointed at US. New arms control treaty negotiated between the US & Russia calls for Ukraine to get rid of nuclear weapons. But Ukraine will hold on to weapons until it gets some kind of security. Ukraine's economy is in even worse shape than Russia's, with factories closing down and people losing jobs, no fuel, etc. Without nuclear weapons the Ukraine is a country on the verge of collapse. The economic nightmare in the former USSR could kill dreams

> of democracy. Where making money is concerned there are no laws. With the economy out of control the government keeps printing more and more money. Since the state stopped setting prices, they have risen about 100 times. Murder rate up to 150% of last year's. Still no proof that fall of communism is better for former USSR. New freedom has brought alien concepts.

Test Results

All four schools participated in the testing. This yielded 1310 viewers and 1669 non-viewers. On average, viewers had an advantage of seven percentage points over non-viewers. Eight items were included to assess knowledge that might have been gained from the Crumbling Empire series. Viewers were more likely than non-viewers to know that the USSR no longer existed (Q. 14: 4% difference in scores) and to appreciate that ethnic strife was emerging as an issue for several countries in the former Soviet Union (Q. 18: 6%), yet viewers were no more likely to sense that there is a lot of fighting going on and what the reason for it might be (Q. 16). Viewers knew that Georgia and Russia were now separate nations (Q. 15: 15%), and that—economically—Georgia and the Ukraine were doing well relative to other former republics (Q. 17: 10%). The visuals and interviews conveyed to some that there was now widespread crime and corruption (Q. 19: 5%), and that the average Russian was now worse off economically under the new system (Q. 21: 6%).

Again at this testing, attitudinal items were included to see if viewers' beliefs had been affected by what they viewed. Table 5.6 shows the results. One question asked, "How serious are the problems of the people in the former Soviet Union?" Viewers were much more likely to indicate that the problems are "extremely serious"—clearly the overall message of the series. In addition, control students were much more likely to select "I don't know enough to say"—20% vs. 12%.

Another question asked, "Do you think the world is a safer place since the end of the Communist government in the former Soviet Union?" The show's message—made in one of the four segments—was that the control of nuclear weapons was less clear now that the Soviet Union did not exist and generals in Moscow no longer exercised unquestioned control over weapons spread over several independent republics. Viewers were more likely to feel the world was less safe.

A pop quiz item on the show during the week had asked, and then answered, the question, "Say you're an average worker in Moscow and you save your entire paycheck for a year. What could it buy you in the US—a jar of peanut butter, a stereo, or a wide-screen TV?" The correct answer was a stereo. A similar item on the test asked respondents how many dollars a Russian would get if she converted her paycheck for a year to US dollars. Three-quarters of the viewers, but only a third of the controls, correctly selected $300 (Q. 29). This item illustrates the power of the pop quiz format given an intriguing counterintuitive face and a catchy way to present it.

TABLE 5.5 ANALYSIS OF TEST COVERING THE MARCH 1-4 BROADCASTS

	CH. ONE	CONTROL	DIFF.
TOTAL SCORE[†] The correct answer to item 22 changed on the day of the test. N = 1320-Ch. One, 1696-control)	64%	57%	7%***
14. The Union of Soviet Socialist Republics (USSR) still exists, although it has only six republics now. (F)	74	70	4*
15. Georgia and Russia used to be part of the USSR, but now they are separate nations. (T)	72	57	15***
16. There's a lot of fighting in the former Soviet Union, most of it between people who like their new freedom and those who want to see the old form of government put back in place. (F)	34	37	-3
17. While many parts of the former Soviet Union are having economic problems, Georgia and The Ukraine are doing very well with their new free-market economy; most people there have good jobs and good places to live. (F)	76	66	10***
18. Differences between ethnic groups weren't much of an issue in the USSR because the strong central government kept them quiet, but now some of these ethnic groups are ready to fight for their independence. (T)	76	70	6***
19. There's a lot less crime, corruption and hardship throughout the former Soviet Union now that strong democratic governments have replaced the dishonest Communist government. (F)	71	66	5**
20. A treaty which Russia and the US recently signed will result in all the nuclear weapons that the former Soviet Union had being destroyed within the next year. (F)	48	48	0
21. The purchasing power of most Russian workers has dropped over the past year, prices have gone up a lot and many people have trouble buying the things they need. (T)	79	73	6***
22. Officials now know that a bomb caused the World Trade Center explosion, but they don't know who planted it. (F) [Not included in total score because of a timing problem; F when written, T when administered]			
23. President Clinton announced a program that would make loans for college widely available to students who were willing to perform a year or two of public service. (T)	81	72	9***
24. The shaded area on this map shows the country of Bosnia-Herzegovina. (F)	57	58	-1
25. Aircraft from over a dozen countries are now dropping food and medicine by parachute to people in Bosnia-Herzegovina. (F)	34	35	-1
26. Bosnia-Herzegovina is in the news because it is the only country in Europe trying to re-establish a Communist government after creating a democracy. (F)	65	61	4*
27. Muslims and Croats have nearly complete control of Bosnia-Herzegovina and have widely persecuted the Serbs remaining in the country. (F)	45	42	3
28. Recent shootings in Waco, Texas were the result of law enforcement agents trying to arrest the leader of a religious cult who believes he is Jesus Christ. (T)	84	74	10***
29. If a typical adult in Russia worked for a year and then brought all her earnings in rubles to the United States, about how many US dollars would she get when she changed the rubles into dollars? [a. $30, b. $300, c. $3,000, d. $30,000]	71	35	36***

[†] Total score=sum of correct responses to items 14-21, 23-29 (15 items). The total scores have been adjusted to take account of minor differences between groups in GPA, gender, and grade level—factors known to relate to performance on tests of current events. The scores on individual items were not adjusted. *p<.05; **p<.01; ***p<.001

BEST COPY AVAILABLE

While the series on the Crumbling Empire overshadowed coverage of the Bosnian civil war, on Tuesday there was a two-minute segment on the US dropping relief supplies into the country. In general, viewers knew no more than non-viewers on the test. They were no more likely to know where Bosnia was on a map (Q. 24) or that it was just US aircraft that were being used to drop relief supplies (Q. 25). The Tuesday show included fairly dramatic shots from inside a US military plane showing how the relief supplies were dropped. There were also diagrams illustrating the advantages and disadvantages of dropping the supplies from various altitudes. The segment began with a map of Eastern Europe, highlighting the location of Bosnia-Herzegovina. Over the preceding four weeks this same map was used six times.

Testing longer term learning about the Bosnian conflict, viewers were a little more likely to know the very basic fact that it was the Serbs—not the Muslims or Croats—that controlled most of the country at that time (Q. 27: 4%). And they were more likely to know that the conflict was not about trying to re-establish a Communist government in Bosnia (Q. 26: 4%).

There was a relatively large advantage for viewers on two other items in the news. Viewers were more likely to know that Clinton had announced a national service program (Q. 23: 9%) and to know the details of the standoff in Waco, Texas between David Koresh and US agents (Q. 28: 10%).

TABLE 5.6 SELECTED BELIEFS ABOUT THE CRUMBLING EMPIRE

A. How serious are the problems of the people in the former Soviet Union? (Q. 30)

	A. NOT TOO SERIOUS	B. PRETTY SERIOUS	C. EXTREMELY SERIOUS	I DON'T KNOW ENOUGH TO SAY	TOTAL
CHANNEL ONE	3	32	53	12	100%
CONTROL	5	36	40	20	100%

B. Do you think the world is a safer place since the end of the Communist government in the former Soviet Union? (Q. 31)

	A. IT'S DEFINITELY SAFER	B. IT'S ABOUT THE SAME	C. IT'S DEFINITELY LESS SAFE	D. I DON'T KNOW ENOUGH TO SAY	TOTAL
CHANNEL ONE	20	37	22	22	100%
CONTROL	25	37	14	24	100%

For Tables A and B: χ^2 sig., $p<.001$

THE IMPACT OF VIEWING EVERY DAY

Although Whittle would like every student to view every show, the contract between Whittle and the schools recognizes that there are competing demands in schools. Over the year it is expected that students will watch 92% of the shows. How this works is evident in the present study. Across the 12 days under study, about 85% of the students viewed the show on any one day—a little higher in one school and a little lower in the other. It is pretty impressive to get this many students to do any single activity every day of the year. But it should be noted that the measured results of viewing are affected somewhat by these small amounts of non-exposure, especially when the input is from a news program where some items are covered on only one day in the four-day period. For the February and March tests those who viewed all four days scored 2 percent to 4 percent better than the average viewer. The January test provides a better example. Only one of the two Channel One schools participated in the test at this time, and on Tuesday of this week there was an assembly that involved 70 percent of the students. In continuing coverage of the Iraqi incursion into Kuwait, this was the only day on which Channel One discussed the UN position on whether the allies should attack Iraq to make their army leave Kuwait. The 30 percent who saw Channel One on Tuesday scored 7 percent better than the other viewers who were in the assembly that day. The higher scores for those who viewed all shows in a week speaks to a higher potential for the show, but the average score reflects learning under typical patterns of exposure.

SUMMARY

In the three weeks of news coverage examined in this chapter, Channel One covered some high profile international news stories: the Iraqi incursion into Kuwait, the progress of peace-keeping efforts in Somalia, the persistent civil war in Bosnia, and the crumbling of the Russian empire. It also covered a variety of domestic news stories, ranging from the new President's Cabinet appointments to weather-related disasters around the country. From viewing only a few minutes a day, many viewers learned important pieces of information about the topics covered, but they did not always acquire a complete picture. For example, they knew Clinton was having trouble with one of his Cabinet nominees, but they didn't realize that this must mean that Clinton's Cabinet was not yet complete. Viewers were more likely to know that "no-fly zones" have been established over southern Iraq, but not know that Iraqi troops had entered Kuwait to bring back weapons left behind in the war.

In most weeks, Channel One goes beyond the news events of the day and presents a special series designed to examine in greater depth important topics in the news. The Federal Reserve series was in response to the emergence of the economy as a major issue for the new Clinton administration. The Crumbling Empire series was a response to the continuous stream of events occurring in the former Soviet Union. From the Federal Reserve series, about 10 percent more viewers knew several high level concepts taught in the series: the meaning of inflation and the role of the Federal Reserve in loaning money to banks that in turn lend money to consumers and businesses. From the Crumbling Empire series, between 6 and 15 percent more viewers knew that ethnic strife was on the rise since the breakup of the Union; that Georgia and Russia were now separate independent republics; and that economically, people in Georgia and Russia were better off than people in other former republics. On a few other topics viewers knew no more than non-viewers.

The percentages were small but consistent across the three weeks. The particular pieces of knowledge students picked up from their viewing is unpredictable, but never irrelevant to the task of learning about world events. In Chapter 1 the metaphor of the news as a mosaic was introduced. If current events are thought of as a collage showing major events around the world, what does Channel One do to help students build a distinct, articulated picture? For many students, it adds to their collection of tiles or tesserae—the building blocks of the mosaic. On occasion it helps them assemble a number of the tiles into discernible features. But it is insufficient to provide them with a complete picture. This probably requires help from professional artisans, the teachers. Having said this, it is unlikely that building a mosaic of world events would be on the agenda in most schools if there were not a daily, or at least a steady, flow of news stories to the classroom.

6.

Student Learning in the Long Term

In this chapter we shift to a longer view of learning. How much do students learn and retain over a period, not of one week, but of 12 weeks? A review of the findings from previous years is essential to appreciate this year's results. In all three years a similar design was used: pairs of schools were selected in different communities around the country. One school in the pair viewed Channel One, and the other—a control school—did not. In each pair the student bodies of the two schools were demographically as similar as possible.

In the first year (the 1990-1991 school year) the goal was to assess average effects of viewing on long-term learning. A 30-item multiple-choice test was constructed to assess knowledge of those news items that were covered both by Channel One and by other national news media to which control students could have had access. Across 11 school pairs, there was an average advantage for Channel One viewers of 3.3 percent. This was judged to be a very small advantage. In some schools there was no advantage and in others there was an advantage ranging from 6 to 9 percent—an amount judged to be quite worthwhile (Johnston & Brzezinski, 1992). A study the following year discovered the reason for the differences. In the best-performing schools students and teachers alike felt current events was an important topic for school learning, and many teachers regularly discussed the content of Channel One when a news story was judged important (Johnston & Anderman, 1993).

In the second year of Channel One (the 1991-1992 school year) testing was carried out in eight high school pairs and four middle school pairs. Two of the Channel One high schools had been identified as exemplary schools in the Year 1 study. The average advantage for all high schools was 3.6 percent. This reduced to 3.0 percent when the two exemplary schools were removed. For middle schools the advantage was smaller: 2.25 percent. In short, viewing Channel One did not result in learning that was large enough to be valued highly by educators except in schools that went out of their way to help students understand what they viewed. In Spring of 1992 the decision was made to revamp the show. A new producer was hired who changed the emphasis. As noted in Chapter 2 the show for the 1992-1993 school year was quite different from previous years. It had a much heavier emphasis on hard news, compared to magazine features on teen living and entertainment. The average amount of time devoted to hard news was over six minutes compared to the previous year of a little over three minutes. The tone was different as well. There were fewer stories and topics were treated in greater depth.

These developments—the appearance of a revamped show and the finding that factors in each school make important differences in student learning—led to a revised design for the third year of studying student learning. The effect of the new program was measured in a set of schools that were exemplary. In this year's design the research would identify what is possible, instead of typical, from viewing Channel One. It would take the show as it exists but examine its impact in schools that were making good use of the content. It would set the upper limit for its effectiveness as a vehicle to learn about current events.

A STUDY OF EXEMPLARY SCHOOLS

Selecting the Schools

The research design for Year 3 called for identifying a set of the "best" Channel One schools, finding a non-viewing comparison school for each one, and testing student learning of current events in each of the schools. Whittle field service personnel were asked to nominate schools that they thought met criteria which the research team provided. They identified 28 schools.

The ISR/Interwest research staff narrowed down this list to six schools based on how well each school exemplified the characteristics found to be associated with high performance on prior current events tests (cf. Johnston and Anderman, 1993).

- Students and teachers both place a high value on learning about current events and are curious about national and world events they see on Channel One.
- Teachers in the viewing classroom attend to the broadcasts and expect students to do the same.
- Many teachers in the school discuss important stories in their classes.
- The curriculum is flexible enough to permit occasional departures from the day's planned activities to permit discussing an important news story.

The schools were rated on these dimensions using the results of a questionnaire sent to teachers in all 28 of the nominated schools (see Appendix, "Preliminary Channel One School Survey—Exemplary School Study"). The data for each school were averaged and the schools rank-ordered. The final set of six were selected from among the top ten to represent different community types (rural, medium city, large city) and school types (middle and high school, small and large student bodies). For each of the six Channel One schools a "matching" non-viewing school was identified in which the demographic characteristics (parental job type, student ethnicity, percent pursuing postsecondary education) were as similar as possible. For one of the Channel One high schools no matching control could be found. The final set of five pairs are described in the table below. The three high schools were located in the central United States: Missouri, Kansas, and South Dakota. The two middle schools were on the eastern seaboard in New Jersey and Pennsylvania.

TABLE 6.1 EXEMPLARY SCHOOL PAIRS

HIGH SCHOOLS

Pair 1: Rural	Rural locations in Kansas and New Mexico. Population less than 10,000. Adults employed in agriculture, chemicals, and natural gas. Schools have less than 500 students; one-third to one-half are Hispanic; remainder Caucasian. Over half go on to postsecondary education.
Pair 2: Small Town	Small Town locations in Montana and South Dakota. Population between 10,000 and 30,000. Adults employed in government and service work. Schools have between 500 and 1,000 students; almost all are Caucasian. About two-thirds of students go on to postsecondary education.
Pair 3: Urban Advantaged	Large City Advantaged locations in Missouri. Middle to upper level SES community. Adults employed mostly in white collar work for major national industries. Schools have about 2,000 students; 94% Caucasian. About three-quarters of students go on to postsecondary education.

MIDDLE SCHOOLS

Pair 4: Urban Disadvantaged	Urban Disadvantaged locations in Pennsylvania. In city limits of a city larger than 200,000. Adults employed in various blue collar jobs. These K-8 schools have 100-400 students in grades 6-8; approximately half are from low income families; 75 percent are Caucasian, 15 percent African American.
Pair 5: Urban Advantaged	Urban Advantaged locations in New Jersey and New York. Suburbs of a city larger than 200,000. High proportion of adults work in professional jobs in the city. Schools have 400-600 students in grades 6-8; 80 percent or more are Caucasian.

Test Results

Current events tests covering the previous 3-6 month news period were administered twice: once in February and again in May of 1993. The February test had 42 items and covered topics going back to September: Hurricane Andrew (Aug-Sept, 1992), the presidential and congressional elections (Oct-Nov, 1992), Bosnia-Herzegovina and Somalia (fall 1992 - winter 1993), and a number of miscellaneous news topics. These included the status of the US economy, the Iraqi cross-over into Kuwait, Israeli-Palestinian relations, and some US domestic stories such as the "Tailhook" scandal, the movie *Malcolm X*, and the controversy over the 500th anniversary of Columbus landing in the new world.

The actual test can be found in the Appendix ("February 1993 Student Survey"). In general the items were designed to assess broad understanding of events and not highly specific details. As an example, here are the group of items assessing students' understanding of issues related to the economy.

In recent months, (True or False)

- The economy of the United States has gotten much worse.
- IBM, General Motors and some other large companies have greatly increased the number of people they employ.
- Bill Clinton called a meeting of several hundred people to advise him what to do to improve the economy

- The Federal budget deficit has dropped by almost one third.
- The rate of teenage unemployment is much greater than the adult unemployment rate.

The test showed acceptable reliability for a true-false test (alpha = .76).[1] The average score of all high school students taking the test was 71 percent and of all middle school students, 67 percent. As shown in Table 6.2, students in Channel One high schools scored approximately 5 percent higher than their non-viewing counterparts. Students in middle schools scored approximately 9 percent higher.[2]

As was found in the Year 1 research, there were important school-to-school differences, even among this set of exemplary schools. Among the high schools, the advantage for viewing ranged from 3 to 7 percent; of the two middle schools, one had scores 6 percent higher and the other 13 percent. It appears that even among the exemplary schools there are a variety of factors at work that result in students learning more or less from the exact same material.

In May, there were two forms of the test in order to cover more current events material and still keep testing time to the desired length. One form had 28 items and the other 20 items. Both were similar in format to the February test. Together they covered topics in the news in the preceding three months such as the crumbling of the Russian empire, the situation in Bosnia-Herzegovina, Palestine, Somalia, the US economy, the Rodney King trial, actions taken by the new Clinton administration, and miscellaneous events such as the World Trade Center bombing and the siege of the Branch Davidian compound in Waco, Texas. The two forms were randomly distributed in every classroom. The actual tests can be found in the Appendix ("May 1993 Student Survey").

As shown in Table 6.2 the average score of all high school students was 70 percent and for middle school students 64 percent. Students in Channel One high schools scored approximately 5 percent higher than their non-viewing counterparts. Students in middle schools scored approximately 7 percent higher. Again there were school to school differences. The range in both high schools and middle schools was 5 to 12 percent.[3]

Pooling the three test scores together shows a consistent advantage to viewing of 5 percent for high school students and 8 percent for middle school students in exemplary schools.

---

[1] In previous years when four-choice items were used the reliabilities were higher. Reliabilities for true-false tests are lower than for comparably long four-choice tests since there cannot be as much discrimination in two-option items. The obtained reliability for this true-false test is judged to be adequate for purposes of generating group scores used in this report.

[2] To make the viewing and non-viewing samples as comparable as possible, this score has been adjusted to take into account minor imbalances in gender and academic ability between the students in viewing and non-viewing schools.

[3] The -1.68 percent in the May testing of Pair 3 appears to be an anomaly. Forms A and B were distributed randomly within every classroom. Form A students scored -1.68 percent while Form B students scored +5.0 percent.

TABLE 6.2A CURRENT EVENTS TEST SCORES FOR EXEMPLARY HIGH SCHOOL PAIRS

FEBRUARY 1993 CURRENT EVENTS TEST

	PAIR 1 KANSAS RURAL	PAIR 2 MONTANA SMALL TOWN	PAIR 3 MISSOURI URBAN ADVANTAGED	**POOLED HIGH SCHOOL SCORES**
NO. OF STUDENTS	356	319	575	1250
PAIR MEAN	68.14%	73.86%	71.24%	71.02%
VIEW/ NO-VIEW DIFFERENCE	7.33%	4.10%	3.00%	**4.81%**
STAT. SIG.	***	***	***	***
DIFF IN SD UNITS (ES)	0.60	0.37	0.25	**0.41**

MAY 1993 CURRENT EVENTS TEST

	FORM A	*FORM B*	*FORM A*	*FORM B*	*FORM A*	*FORM B*	*FORM A*	*FORM B*
NO. OF STUDENTS	140	165	157	150	272	267	569	582
PAIR MEAN	70.43%	65.35%	75.43%	72.15%	71.36%	65.80%	72.40%	67.77%
VIEW/ NO-VIEW DIFFERENCE	12.14%	10.65%	6.21%	6.60%	-1.68%	5.00%	**4.17%**	**5.56%**
SIG.	***	***	***	***	*	***	***	***
DIFF IN SD UNITS (ES)	0.85	0.66	0.48	0.43	-0.12	0.33	**0.40**	**0.47**

NOTE: See appendix, Table A3, for additional descriptive statistics. *p<.05; ***p<.001.

The findings for middle schools is most interesting. Channel One was originally designed for high schools. But many districts that adopted it for their high schools asked Whittle to install the equipment in the district's middle schools as well. Whittle did and today almost 40 percent of the Channel One schools are either middle schools or junior highs. Some critics have raised the question of whether this news show could accommodate the different interests and intellectual skills of an audience that ranges from sixth to twelfth graders. In terms of what students learn, Channel One appears to work equally well for both ends of the spectrum.

Judging the Differences

How should "advantages" of 5 to 8 percent be valued? Another unit of measurement, Effect Size (ES), can be used to compare the scores of Channel One and non-Channel One schools, and this metric has some characteristics that are helpful in making a judgment. ES is a measure of the difference between the test scores of an experimental and control group

TABLE 6.2B CURRENT EVENTS TEST SCORES FOR EXEMPLARY MIDDLE SCHOOL

FEBRUARY 1993 CURRENT EVENTS TEST

	Pair 4 Pennsylvania Urban Disadvantaged	Pair 5 New Jersey Urban Advantaged	**Pooled Middle School Scores**
No. of Students	334	355	689
Pair Mean	61.24%	71.14%	66.65%
View/ No-View Difference	5.67%	13.07%	**9.37%**
Stat. Sig.	***	***	*******
Diff in SD units (ES)	0.40	1.09	**0.74**

MAY 1993 CURRENT EVENTS TEST

	Form A	Form B	Form A	Form B	Form A	Form B
No. of students.	166	175	169	178	168	177
Pair Mean	64.32%	54.45%	72.04%	64.70%	68.18%	59.58%
View/ No-View Difference	4.79%	4.85%	11.86%	7.90%	**8.32%**	**6.38%**
Stat. Sig.	***	***	***	***	*******	*******
Diff in SD units (ES)	0.32	0.26	0.81	0.48	**0.57**	**0.37**

NOTE: See appendix, Table A4, for additional descriptive statistics. *$p<.05$; ***$p<.001$.

expressed in terms of the standard deviation (SD) of the test used to compare them. The Effect Sizes for Channel One viewing are shown in the last row of Table 6.2. Each was calculated by subtracting the mean score for control students from the mean score for the Channel One students and dividing it by the pooled standard deviation for the pair. The average ES for high school students was .43SD and for middle school students .56SD.[4]

The advantage of the ES metric is that it allows comparing the results of the Channel One study against the results from studies of other educational innovations. Table 6.3 summarizes a number of review studies (so-called "meta-analyses") of educational pro

---

[4] The figure .43SD can be interpreted in this way. On the several tests of current events knowledge, the average student in a Channel One school scored 43 percent of a standard deviation higher than the average student in a control school. This figure translates to the high school Channel One students being at the 67th percentile compared to the control group being at the 50th percentile. See Glass (1977) for a discussion of Effect Size.

TABLE 6.3 EFFECT SIZES FOR A RANGE OF EDUCATIONAL INTERVENTIONS

Authors	Subject Area	Findings
Cohen, Ebeling, & Kulik (1981)	Visual Based Instruction, regardless of content	Average ES of .15, statistically not significant. While this ES does not show VBI to be superior, it was judged that VBI yields equivalent results to instruction that did not use video.
Weinstein, Boulanger, & Walberg (1982)	Innovative Science Curricula	Overall mean effect size of 0.31, favoring innovative curricula; performance in innovative curricula averaged in 62nd percentile, compared to controls. This is described as a "moderate" effect.
Shymansky, Kyle, & Alport (1983)	Innovative Science Curricula	On general measures of science achievement, average ES of .43 for students exposed to new science curricula compared to those in a traditional curriculum ; new science curricula students at 67th percentile and controls at 50th—nearly half a grade level better performance.
Boulanger (1981)	Innovative Science Curricula	Mean overall cognitive effect size of 0.55, and more stringent selection criteria yield an effect size of 0.51, equivalent to an improvement of about 20 percentile points over control groups, when systematic innovations in science instruction were used.
Horak (1981)	Individualized Mathematics Instruction	Average effect size of -.07, meaning that the average student in individualized programs achieved .07 of a standard deviation below that of students in traditional programs. This difference is negligible, and is interpreted as close to zero.
Athappilly, Smidchens, & Kofel (1983)	Modern vs. Traditional Mathematics	Average effect size of 0.24 for students enrolled in modern math curricula. These results are referred to as "beneficial."
Pflaum, Walberg, Karegianes, & Rasher (1980)	Reading Instruction	Mean effect size of 0.60 (73rd percentile); experimental groups on average score 23 percentile points higher than the average control groups. Under more conservative estimates, the experimental/control difference is about 15 percentile points, which is noted as being both statistically and educationally significant.
Hillocks (1984)	Writing/ Composition	Mean effect size of .28 for experimental/control studies using specialized methods to teach composition. The duration of writing interventions is unrelated to effects of the interventions. Length of treatment is not significant, although longer durations have higher mean effects, with strongest effects for treatments over 31 weeks (.98) or over 41 weeks (1.61).

grams ranging from science to reading, and using media ranging from traditional face-to-face instruction to video-based instruction.

Across a very large number of studies where television was used as the source of instruction, the average effect size was only .15SD. Cohen and his colleagues concluded that an ES this small is statistically not significant, and should be interpreted as indicating that video-based instruction is not superior to non-video, but that video does yield equivalent results.

Across three reviews of innovative science curricula the average ES ranged from .31 to .55. Weinstein describes .31 as a "moderate" effect. Shymansky feels that the ES of .43 is an indication of valued effects, given that this ES translates to nearly half a grade level better performance on the part of students in the innovative curricula. In a comparison of modern and traditional mathematics curricula, Athappilly and colleagues found an average ES of .24 which they interpreted as "beneficial." In reviewing programs to teach composition skills, Hillocks found a mean effect size of .28. For reading instruction, Pflaum and colleagues found Effect Sizes that ranged from .40 to .60 for experimental programs to teach reading (although no differences among the typical curricula used to teach reading). The ES of .40 was described as both statistically and educationally significant.

In short, the effect sizes of .43 and .56 obtained in the Channel One study of *exemplary* schools should be judged as moderate to large and in the range of impact associated with innovative curricula across the educational spectrum. An important qualification to be made to this judgment concerns what was measured in the Channel One studies. Many of the meta-analyses in the table reviewed studies of general achievement in the different curriculum areas. For example, Shymansky's meta-analysis of science programs estimated the effect on "general measures of science achievement." The Channel One measures assessed recognition and, to a smaller extent, understanding of a wide range of events in the news. They were not measures of general social studies achievement or of the ability of students to integrate key concepts in world history. Nonetheless, the effects were moderate to large on students' knowledge of current events—an outcome that a representative sample of teachers in the more than 10,000 Channel One schools said they valued very highly (see Chapter 3).

How does the ES for the present study of exemplary schools compare with the ES obtained in prior Channel One studies? In Year 1 the research included 11 high school pairs that ranged widely in terms of how well they made use of Channel One. The ES was .16 (mid-year testing) and .07 (end-of-year testing). At the time, this was judged to be very small and "educationally unimportant." For the four high schools that scored the highest, the equivalent ES numbers were .30 and .19 (Johnston & Brzezinski, 1992, p. 24). This was judged to be a "small but important advantage." In addition to students performing well on tests, the staff in these four schools were highly supportive of Channel One, feeling that it made an important contribution to the school curriculum.

If we assume that the Year 3 exemplary schools are similar to the Year 1 exemplary schools (the Year 3 exemplary schools were selected using the profiles of the Year 1 exemplary schools), then the larger ES in Year 3 of .43 suggests that the new format is probably doing a better job of transmitting information. Perhaps also, teachers are becoming more comfortable using Channel One. But our best judgment is that the new format would yield higher current events test scores in the typical school as well, perhaps in the range of .20 to .25. This is in the range of small but important advantages to viewing in the typical school. In schools that bother to incorporate the content of the broadcasts into the curriculum, the effects are moderate to large compared to other innovative approaches to teaching school subjects ranging from science to reading.

INDIVIDUAL DIFFERENCES IN LEARNING

A number of student characteristics are important predictors of how much one learns from viewing Channel One. This helps explain why there is such variation within schools. Student characteristics include grade point average, gender, grade level in school, and moti-

TABLE 6.4 PREDICTING C. E. TEST SCORES FROM INDIVIDUAL CHARACTERISTICS

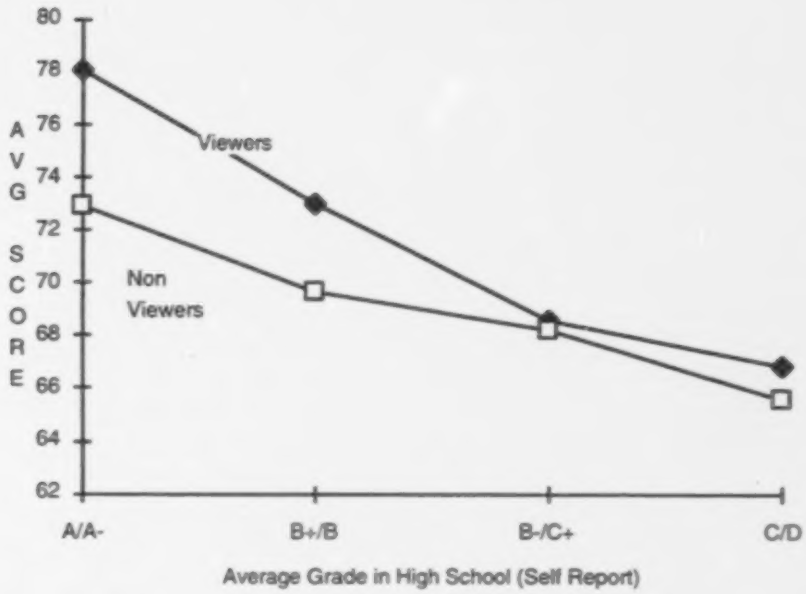
	High Schools February Test			Middle Schools February Test		
Predictor	N	Deviation from Mean	Beta	N	Deviation from Mean	Beta
AVERAGE GRADE IN SCHOOL			.34			.41
A / A-	147	7.40%		128	5.29%	
B+ / B	257	1.36%		141	2.67%	
B- / C+	223	-2.76%		93	-5.79%	
C or less	158	-5.17%		67	-7.69%	
GENDER			.17			.14
Male	359	2.36%		221	1.69%	
Female	426	-2.00%		208	-1.81%	
GRADE LEVEL			.16			.13
9th / 6th	172	-3.69%		147	-1.76%	
10th / 7th	266	0.83%		154	-0.21%	
11th / 8th	189	1.74%		128	2.29%	
12th	158	0.52%				
MOTIVATION			.19			.13
Low adaptive	385	-2.45%		208	-1.76%	
High adaptive	400	2.38%		221	1.67%	
MULTIPLE R SQUARED			.207			.207
MULTIPLE R			.455			.455

NOTE: These data are from a Multiple Classification Analysis—a multiple regression analysis strategy that allows for categorical predictors. Cell means are deviations from the mean score of all viewers on the test, adjusted for other independent variables. Only Channel One schools were included in this analysis.

vation to attend to news content. Table 6.4 shows the relationship of these characteristics to student learning. (Unlike Table 6.2, the analyses in this table are restricted to Channel One viewers.) Student ability is the most important predictor of learning from viewing. (Self-reported grade-point average was used to measure this.) Students with average grades of "A" were much more likely to score high on the current events test than were "C" students. "A" students scored 7.4 percent above the average Channel One student's score while "C" students scored 5.17 percent below the average. Students who are more academically capable derived more from their viewing.

To fully appreciate this finding, one needs to bring the control students back into the analysis. Figure 6.1 shows the data. The top line shows Channel One viewers and the bottom line the control students. Viewing Channel One adds to students' knowledge, but much more for those students who are good academically. "A" students who watch Channel One achieve an advantage of 5.15 percent over their non-viewing "A" student counterparts, "B" students a 3.34 percent advantage, while students with a "C" or lower show only a 0.81 percent advantage. Channel One adds little to the knowledge of students of average ability, but it is an important information asset to the above-average student. It is interesting that this relationship exists even in exemplary schools, suggesting that the "C" student is simply uninterested in news content and unlikely to respond even to good teaching about the day's news.

FIGURE 6.1 INTERACTION OF GPA AND VIEWING
(FEB. TEST, HIGH SCHOOL STUDENTS)



Gender

High school boys averaged 4.36 percent higher than girls (Channel One viewers only, Table 6.4). In middle schools the gender difference was much smaller, but males still knew more than girls by 2.5 percent. (This difference has appeared in every single analysis across the three years of the study.) It is unclear why this difference exists. When the test scores were broken down by topic (Hurricane Andrew, Bosnia, US elections, Somalia), boys knew more about all topics.

On the May questionnaire students were presented with a list of news topics and asked for each one: how often had they viewed, listened to, or read about the topic outside of school. Boys reported pursuing more stories than girls on the topics of Russia, Bosnia, Somalia, the World Trade Center bombing, and the Branch Davidian standoff in Waco, Texas. But there was equal pursuit of news stories on topics such as the Rodney King trial, gays in the military, and Clinton's problems choosing a new Attorney General. In general, it appears that boys are for some reason more interested in national and world affairs than girls, and this leads them to pay more attention to these news stories and learn more as a result. The differences are not large, but they are real.

Grade Level

Grade level is another predictor of current events knowledge. Ninth graders learn less than students in higher grades; their score is almost 4 percent below the average. Tenth and twelfth graders learn about the same—just a little above average. Eleventh graders learn the most. The superior performance of eleventh graders is probably attributable to a combination of factors. Eleventh grade is the time at which most students take American history, and the Channel One news is very relevant to what they are studying. It is also the most important year academically for college-bound students, and as a group they invest more effort in academic activities. The lower scores for twelfth graders is curious, but the pattern has been in evidence in every year of the study. Typically, curricula for twelfth grade social studies include American government, and the content of Channel One ought to be equally relevant for this course. Perhaps even as early as February of senior year (the time when these data were collected) "senior-itis" has set in and many twelfth graders invest less effort in academic work, including making sense out of the news.

Motivation to Learn from the News

A factor of equal weight with grade level and gender is motivation to learn from watching the news. Two measures were developed for this study that reflect current thinking about learning goals.[5] Research on learning has focused primarily on two types of goals: task-focused goals, in which students are focused on task-mastery and learning for purely intrinsic reasons; and ability-focused goals, in which students are focused on extrinsic rewards or on demonstrating their ability. Students who are task focused are more likely to engage in deep cognitive processing, such as thinking about how a news story relates to other stories, or how the story fits in a broader picture of what's happening in the world. Students who are ability focused tend to use surface-level strategies such as rote memorization, if they engage the material at all.

---

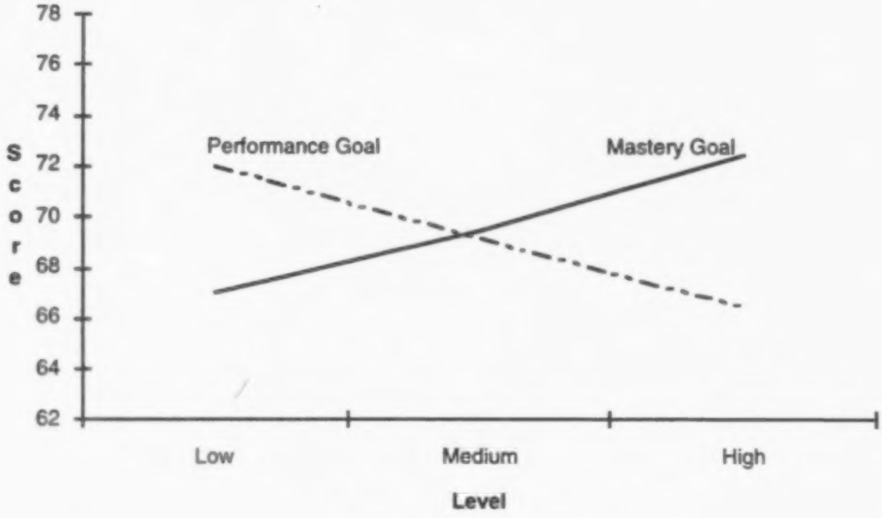
[5] Motivational researchers have used various labels for these goals, including "learning" goals (Dweck & Leggett, 1988), "mastery" goals (Ames, 1984), "performance goals" (Ames, 1984; Dweck & Leggett, 1988), and "ego" goals (Maehr & Braskamp, 1986; Nicholls, 1989).

The measures developed for this study reflect recent thinking about how these goals affect school performance (e.g., Midgley & Maehr, 1990; Ames, 1992).

> *Items in the Mastery Index*: Understanding the news—what's happening in the world—is important to me; it's fun to figure out why things (wars, elections, protests, and other events) are happening around the world; I try to understand how history has shaped the events of today; I try to learn more about things I hear about in the news; when I'm watching or reading the news I try to figure out why things are happening; when I listen to or watch the news, I take the time to figure out what's important; I pay attention to what is happening on the news because I enjoy it; listening to the news is boring (reversed).
>
> *Items in the Performance Index*: I read about or watch the news only if I am going to be tested on it; I read about or watch the news only when a teacher requires it.

High Mastery goals are associated with high scores on the current events tests, and high Performance goals are associated with low scores as shown in Figure 6.2.

FIGURE 6.2. THE INTERACTION OF PERFORMANCE AND MASTERY GOALS IN PREDICTING C. E. TEST SCORES



73

Further analyses showed that the relationship is not just opposite (as illustrated in the figure); there is an interaction between the two factors in the way they predict current events test scores. Students who have high Mastery goals can have that goal dulled by holding high performance goals at the same time. Taking the interaction into account, students were placed in one of two groups called high and low adaptive. Adaptivity refers to holding a *set* of goals that is conducive to learning from the task at hand—in this case learning from a news broadcast. For this study, high adaptive students were those with high or medium Mastery goals and low or medium Performance goals. Low adaptive students were those with either low Mastery goals and high Performance goals. The orientation of high adaptive students is well suited to the task of making sense of the news. The relationship of adaptivity to learning from Channel One is shown in Table 6.4. High school students whose news-seeking motives were highly adaptive derived more from viewing; their scores were 5 percent higher than those with less adaptive motives.

Summary of Individual Differences

The Beta values shown in Table 6.4 describe the relative importance of the various individual characteristics. GPA is the strongest predictor. It is almost twice as important as any of the other factors. The other factors are about equally important.

The relationship of individual factors to learning is slightly different for middle school students. Academic ability is a stronger predictor (Beta = .41 vs. .34 for high school students) and the other three characteristics—gender, grade level, and motivation—are weaker, but still of approximately equal importance.

Reviewing the relative weights of the various individual characteristics (gender, ability, grade level, and motivation) it is clear that learning from a news broadcast is a complicated matter. Several personal characteristics strongly influence what students learn from watching the news. The highest levels of learning are associated with being academically talented, male, and motivated to learn about what's happening in the world—a motive one is likely to have acquired at home or from extended contact with teachers who cultivated this value.

IMPACT ON NEWS SEEKING BEHAVIOR

One hypothesis about the effects of viewing a news program every day is that it will lead students to look for opportunities outside of class to pursue important news stories—to talk about news stories with friends or parents, or to try to find out more about news stories by listening to radio or TV and reading news magazines. The data do not support this hypothesis. There were no differences between students in Channel One and control schools in the amount they talked about news stories outside of class (once or twice a month on average) or the amount they used other media to learn about news stories (about once or twice a month). The only difference between Channel One and control students was in the frequency with which news was talked about in classes at school, and this difference was quite small—once a week for Channel One students and once every two weeks for control students. It would appear that viewing the news every day satisfies, rather than stimulates, the need to know.

SCHOOL AND TEACHER FACTORS

Channel One is broadcast directly into classrooms where students view the program. It appears as though teachers are by-passed in this process—that student learning depends entirely on student characteristics, but this is not the case. A previous report on Channel One described how performance on the Year 1 current events test varied from school to school, and described how these differences could be explained by a number of factors within the schools (Johnston & Anderman, 1993). These findings are summarized in Chapter 8. The two most important factors were attitudes of the faculty toward Channel One and whether or not teachers discussed with the students—even occasionally—important news stories.

This year's research was done in exemplary schools, chosen because they had faculty and students who were interested in current events, and a large portion of teachers who reported that they discussed the news with their students when an important story was broadcast. Even in these schools there was variation in student learning according to the practices of the social studies teacher. The importance of discussion is illustrated in Table 6.5. Students in classrooms where the teacher never discussed the news averaged 4.5 percent below the average, while students in classrooms where teachers discussed the news several times a week scored 1.25 percent above the average. Interestingly, those students in classrooms where the teacher discussed the news every single day scored lower, suggesting that it is possible to discuss the news too much. These teachers may be making the news so important that some students are "turning off" the news from boredom or frustration.

A common practice of teachers who want to insure that students pay attention to material is to test them on it frequently. This practice does not appear to work with Channel One. Students were asked how frequently their social studies teacher tested them on the content. Students in classes where the teacher never tested them on the content scored the highest, while those in classes where testing was quite frequent scored four percent below average. It may be that the few teachers in this study who regularly test their students are doing it, as a control mechanism—for force attention instead of persuading students of the value of the news—and it is having the opposite effect.

Overall, these two teaching practices explained 3.3 percent of the variance in student scores. This is over and above the 20.7 percent explained by individual characteristics.

TABLE 6.5 PREDICTING C. E. TEST SCORES FROM SOCIAL STUDIES TEACHING PRACTICES

		HIGH SCHOOLS MAY TEST GRAND MEAN = 71%	
PREDICTOR	N	DEVIATION FROM MEAN	BETA
DISCUSS CHANNEL ONE			.14
RARELY	147	-4.49%	
<1/WEEK	151	-0.54%	
1-2/WEEK	288	1.06%	
3-4/WEEK	187	1.54%	
5/WEEK	216	0.68%	
TEST STUDENTS ON CHANNEL ONE			.15
NEVER	562	1.47%	
RARELY	247	-0.39%	
REGULARLY	180	-4.06%	
MULTIPLE R SQUARED			.033
MULTIPLE R			.182

Note: In this MCA the dependent measure was the residual score from partialing out the effect of individual characteristics.

SUMMARY

In the first two years of this study (1990-1992), knowledge of current events was measured in 23 sites (46 schools) around the country. The Channel One schools varied from one another in the interest that students and staff had in current events, and in how well teachers utilized the content of Channel One for instruction. On average in these years, students in the 23 Channel One schools learned a small amount more than their non-viewing counterparts in matching control schools. In some pairs, students in Channel One schools outperformed the non-viewers by a fairly large margin, and in other pairs the viewers knew no more than students in the non-viewing school.

In the third year of the study, Channel One was revised extensively to became a more serious news show. Its effects were studied in five pairs of schools that were exemplary in the interest of students and faculty in current events and in the faculty's use of Channel One programming. The research was intended to identify what is possible—instead of typical—from viewing Channel One.

There was a consistent advantage to viewing of 5 percent for high school students and 8 percent for middle school students. This level of advantage from viewing was compared to benefits achieved with new curricula and teaching practices in many other school domains—mathematics, science, reading, and writing. The comparison led to the conclusion that in *exemplary* schools, Channel One had a "moderate to large" effect on current events knowledge. Given the importance that teachers in the national sample placed on students learning about current events in school, Channel One may be judged to be a very important educational resource yielding strong results in schools with a receptive climate for current events. Extrapolation from this year's findings to more typical Channel One schools leads us to estimate that the new format should still result in "small but important" advantages in schools where the environment is less supportive.

Predicting where Channel One will "work" is a difficult matter. Quality programming is essential, but not sufficient to obtain maximum value. Several personal characteristics strongly influence what any group of students will learn from watching. The highest levels of learning are associated with having good grades, being male, and being motivated to learn about what's happening in the world—a motive that does not change in response to continued viewing of the news. This motive is likely to have been shaped by a long period of socialization at school and home. In addition, even the students most receptive to learning from a good show learn much more if they have social studies teachers (or teachers in other subject areas) who discuss the news in class. Such teachers help students figure out the meaning and relevance of fragmented stories that comprise "the news."

7.

An Experiment in Discussing the News

An important lesson from the research on Channel One is the importance of teachers discussing the news with students if students are going to get the most benefit from their viewing time. While it appears to require very little discussion to leverage the effects of viewing, the producers of Channel One were interested in testing a more ambitious model of linking news to classroom deliberation. This chapter describes an experiment using specially-produced segments of broadcast news to stimulate student involvement and debate.[1]

The daily presence of Channel One in schools around the nation led one social studies educator to work with the producers of Channel One to see if this new electronic medium could contribute to expanding discussions of public issues in social studies classrooms. Together, they arrived at a new occasional feature for the broadcast called You Decide. The educator then trained a group of high school social studies teachers to use a collection of pedagogical strategies designed to exploit the material in these features. Because this experiment reflects on the potential of Channel One as an educational tool, a research effort was mounted to evaluate the results.

BACKGROUND

One of the essential goals of social studies is preparing future citizens to engage in open and critical discourse about public affairs (Oliver & Shaver, 1974; Parker, 1989; Shaver, 1989). This goal requires students to draw on their knowledge of geography, history, economics and behavioral sciences to inform their judgment about enduring matters of public concern. The goal inspires a vision of a social studies classroom in which students use their knowledge to construct defensible positions on a variety of public issues. This is an authentic learning outcome, because it represents what adults are frequently expected to do in their role as citizens in a democratic society. It is authentic outcomes such as this that social studies educators have been advocating in recent years (Newmann, 1992).

---

[1] This chapter was excerpted from the longer report: Johnston, Anderman, Harris, Milne, & Klenk (1993). *Improving Civic Discourse in the Classroom: An Experiment.* Ann Arbor: University of Michigan, Institute for Social Research.

TABLE 7.1 RECENT NEWS EVENTS AND THE PUBLIC ISSUE TO WHICH THEY RELATE

1992-1993 News Event	Enduring Public Issue
• Haitian boat people tried to emigrate to the US (Fall, 1992).	• Should the government place restrictions on immigration to this country?
• A number of criminals in US prisons were sentenced to die (Fall, 1992 and Winter-Spring, 1993).	• Should there be capital punishment for murderers? Does the government have the right to take away the life of any of its citizens?
• Dr. Jack Kevorkian assisted with several suicides (Fall, 1992 - Summer, 1993).	• Does the government have the right to decide how citizens end their life?
• Toledo, facing violence at night from teens, passed a night time curfew for teens in December, 1992.	• Should government have the authority to restrict the movement of citizens?
• US sent troops to Somalia (Fall, 1992); Congress debated whether to send troops to Bosnia (Fall, 1992 - present).	• Under what conditions should the US intervene in political affairs outside this country?
• Several state courts declared that reciting a prayer at public school graduation ceremonies is a violation of the Constitution; numerous schools defied the ban and said a prayer at their ceremonies (Spring, 1993).	• What is appropriate separation of church and state?

Public issues are unresolved questions about public policy. They can be local, national or international in scope: Should students be allowed to recite a prayer in an assembly at school? Should the Haitian boat people be allowed to enter Florida and live in the United States as citizens? Should the US intervene in the fighting in Bosnia-Herzegovina? An issue is considered to be "public" if it requires collective decision-making in an arena of democratic citizenship. Many of the most compelling public issues are persistent, in that different generations must deal with the issue as events challenge existing practices. Some of the more prominent public issues concern core democratic values such as cultural pluralism, freedom of expression, free markets, public security, and religious liberty. Understanding what these values mean and resolving conflicts between them is integral to thoughtful discussion of public issues. Table 7.1 provides some examples of news events in the 1992-1993 school year and the public issues to which they relate.

There have been a number of efforts to expand the use of public issue discussions in the social studies curriculum, most notably the Harvard Social Studies Project (Newmann, 1990; Oliver & Shaver, 1974; Shaver, 1989). By and large these efforts have not resulted in widespread adoption of this goal in social studies classrooms. Among the reasons is the difficulty of circulating topical materials on important public issues. To discuss an issue intelligently, students need some background on the issue. For example: on the issue of school prayer, what does the Constitution say about religious freedom? They also need some examples of cases in which the interests of certain groups have come up against this Constitutional principle. Efforts such as the Harvard project depend on a series of printed pamphlets, one for each public issue. Compared to a single history textbook that can be used throughout the school year, multiple pamphlets are difficult for classroom teachers to obtain in adequate numbers to support regular discussion of issues.

In many ways the use of print is part of the reason for focusing on past events. With print, the most dramatic cases can be selected and appropriate support materials developed to clearly illustrate the enduring public issue. For example, the Harvard pamphlet on religious freedom (Schott, 1991) includes summaries of several old court cases. One is a 1970 court case in Wisconsin requiring Amish children to attend public school. Another is the 1960 case of Madelyn Murray protesting the requirement of Baltimore Public Schools that all students participate in daily Bible readings and prayer. From an educator's perspective, these cases are perfect exemplars of the thorny problems of deciding among the right to religious freedom, separation of church and state, and the obligation to provide free and public education to all children. Using public issue pamphlets, a teacher can provide all students in the class with illustrative cases that can be read in a short period of time, and that provide illustrations of the issue that might challenge the beliefs and understandings of students in class. The ensuing discussion can then be an informed one in which students weigh points of view using examples from real events.

While neat and tidy, case illustrations from the past (ancient history to teens of today) are not always compelling. Madelyn Murray's challenge to school prayer was an exciting issue in 1959 because of its challenge to prevailing practice. But today's public school students have little or no exposure to prayer in school, and so they are likely to respond to the Murray case with a feeling of "who cares?" After all, the cases have already been decided by the Supreme Court, and there is usually little room for reasonable people to disagree about appropriate stances to take on the incidents described. Furthermore, enduring public issues arise in the events of today as well as yesterday, and they can evoke genuine emotional responses because they challenge prevailing norms with which everyone is familiar. In fact, school prayer was a central issue on the news in spring of 1993 as schools prepared for graduation ceremonies in which prayer traditionally has been included.

If a goal of schooling is to teach students how to become citizens who actively discuss public issues, then using events of today seems as compelling a strategy as using selected events from the past. While not a replacement for understanding history, today's events are what today's citizens must confront. In fact, discussion of current events can complement the study of history in at least two ways: first, the enduring nature of issues can be highlighted, and second, the historical background to an issue can inform students' thinking about it. But the immediacy of current events puts them at a clear disadvantage as instructional topics. It is difficult for teachers, as well as publishers of print materials, to develop and disseminate teaching materials around an event that is just unfolding.

The *You Decide* Segments on Channel One

The existence of Channel One and its daily presentation of current events presented an intriguing possibility to a social studies consultant working in a county-wide school system in Michigan. Why couldn't Channel One create special in-depth segments on those events in the news that touch on enduring public issues? For the third year of broadcasts, the consultant and the producers of Channel One developed an experimental format called a *You Decide* feature. The format has many of the same features as the Harvard Public Issues booklets, but it is considerably briefer. The segments are up to six minutes long and produced and broadcast on occasion as dictated by events in the news. The format has four parts. The segment opens with a statement of the issue along with a current story, or case, that invokes the issue. A brief background summary is presented next to set the historical or legal context, followed by a more in-depth look at the news story. This is followed by expert opinion from two people, each representing a conflicting perspective on how the case should be resolved. The segment closes by alerting the viewer to the next event related to the case; for example, when a court is going to decide the case. Sometimes, the segment ends with an open invitation to the viewing audience to discuss the issue. For example: "Should students be allowed to say a prayer during a pep rally? You decide." A transcript of the *You Decide* segment on school prayer is presented below. This segment played a key part in the research reported here.

Summary

> *Transcript of Channel One for Friday, December 4, 1992. Segment: "You Decide: School Prayer." Run time 5' 41"*
>
> Is there a place for prayer in public schools? This is a hot public issue all across the country. A Channel One student in Southlake, Texas took his school to court to stop prayers. The whole debate is based on the First Amendment to the Constitution. This states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech..." This was written by our founding fathers in the late 1700's. It guarantees our freedom of religion and our freedom of speech. But it's not always that clear. Many historians believe that our founding fathers wrote the Constitution in a vague way to leave room for people to challenge it when modern problems arise.
>
> The latest example is in Texas. The issue: prayer in public schools. The battleground: a pep rally at Carroll High School where football players led the school in prayer. Senior William Pritchard felt uncomfortable with the school prayer, took the school to court, and with the help of the American Civil Liberties Union, got a court order called a temporary injunction to stop prayer at pep rallies. Pritchard feels that prayer at pep rallies and at football games is in clear violation of the First Amendment, and the interpretation from it of separation between Church and State. Even after the injunction, students defied it and still prayed. It raises the issue, should prayer—even when not authorized by school authorities—be allowed in school?
>
> Channel One found two experts in Texas to address the issue. Kelly Shackelford is an attorney for the Rutherford Institute which supports religious freedom. He believes that there is no concept that could have been more hideous to our founders than our children and students being punished for expressing their beliefs in prayer in public. Joe Cook is the North Texas Director of the American Civil Liberties Union, a group that opposes school sponsored prayer in public schools. Jefferson said that there should be a wall separating

> Church and schools, and Cook believes that the government must be completely neutral in religious matters. It shouldn't promote them, allow them, or sponsor them. Shackelford says that all the school did was say that the students could do their own pep rally. The students made up their own mind as to whether or not they wanted to pray. They wanted to pray, and in doing that it is just a part of their free speech.
>
> For the court in the Carroll High case, who began the prayer - the students or the school officials? Cook believes that there isn't any such thing as student-initiated prayer. He feels that it is important to go back and see when these prayers started and who originally came up with the idea. He says that in every case he has found that school officials are involved. Shackelford says that the question is now that the school officials know that prayer is going on, do they have to stop it? He says we don't have a system of religious apartheid in this country. He feels that one of the most important parts about free speech and freedom of religion is that people don't have to like what we say. Cook feels that the issue is the separation of Church and State, and believes that there are limits on free speech.
>
> The students at Carroll High School had differing views on the topic. Some feel that prayer should be allowed because it is asking for protection for themselves. Others feel that prayer should not be allowed because it is asking some people to pray whose religion may not involve Jesus Christ at all. What about William Pritchard who sued the school and won? Shackelford said he feels sorry for him, and feels Pritchard is being used. Cook feels that it took great courage for Pritchard to do what he did, and to stand up in the face of the majority's tactics. Pritchard says he feels very strongly about who he is, and has always spoken out about his rights, and is willing to stand up for himself.
>
> The debate about prayer at school events is far from over. The temporary injunction ends January 11, and both sides are expected to be back in court to battle over this Constitutional issue. Regardless of how the debate in Texas is resolved, the national debate will continue.

Channel One broadcast three experimental *You Decide* segments in the Fall of 1992, and then eleven in the Winter-Spring of 1993. They are listed in Table 7.2 below.

The Special Meaning of Public Issues Discussions

The advocates for public issues discussions do not intend for students simply to share their opinions about an issue. For a student to say, "I think students should be able to pray in school if they want to" is insufficient. The advocates propose a teacher-led discussion strategy aimed at getting students to look beyond their personal prejudices and examine the facts of a case, critically challenge the thinking and assumptions of classmates, and draw systematically on ethical and legal principles to develop a defensible position on a case. The recommended discussion strategies have been described in depth by Oliver and Newmann (Oliver & Newmann, 1972).

Good discussions are characterized by substantive and procedural characteristics. Substantively, people in a public issues discussion will clearly state their position on an issue. When they take a position they support their statements with reasons and explanations, not emotion. They elaborate their position in ways that others in the group can understand the basis for the position, thus providing the means whereby others can raise questions about the position without attacking the speaker. They recognize that questions of public policy raise other kinds of issues—definitional, ethical, and factual—and they

TABLE 7.2 YOU DECIDE SEGMENTS FROM 1992-1993

PUBLIC ISSUE	DATE OF BROADCAST
Should public funds be used to educate children in non-public schools?	November
Does the government have the right to execute a citizen for certain crimes?	November
Is there a place for prayer in public schools?	December
Does the government have the right to impose curfews for teenagers?	January
Should gays be allowed to serve in the US military?	January
Should the US military intervene in Bosnia-Herzegovina?	February
Should doctor-assisted suicide be legal?	February
Should males and females be integrated on high school football teams?	February
Should a five day waiting period be imposed for the purchase of guns?	March
Should the US continue to trade with China, while China continues to violate human rights?	March
Should major league baseball be exempt from antitrust laws?	April
Should workers continue to pay into the social security system, even though the money may soon be used up?	April
Is the US policy toward Haitian refugees fair?	April
Should women be allowed to fight on the front lines of our nation's wars?	May

guide the discussion differently depending on which kind of issue is under discussion.[2] When an exchange bogs down, they can stipulate facts and definitions ("for the sake of discussion, let's define public prayer as any statement made in front of a group in which God's protection or intervention is invoked. Then we can get on to the question of whether this kind of prayer should be allowed").

For a discussion to "keep moving," it is often necessary for someone in the group to tend to procedural matters. Someone might need to invite contributions from silent members or respond thoughtfully to a statement to give recognition to a member's ideas. Occasionally, someone may need to summarize points of agreement and disagreement or identify areas of conflict to focus the discussion. Discussions can come to a screeching halt if one or more participants make irrelevant comments, monopolize the conversation, or rudely interrupt people when they are talking.

To illustrate some of the qualities of a good public issue discussion, an example is provided in the transcript below. Six high school students are discussing whether prayer

---

[2] Public policy issues have various related sub-issues. For school prayer, a definitional issue would be, what constitutes a "prayer?" An ethical/moral issue would be: is it right to force some students to listen to a Christian prayer if they do not believe in God? A factual issue would be: who initiated the prayer recited at the school pep-rally—students or the school administrators?

should be permissible in public schools. They have just seen the Channel One segment that was described earlier, "You Decide: School Prayer," in which there is a controversy in a Texas school over the use of a Christian prayer as part of a pep assembly. This group of students, discussing the topic without a teacher's guidance, does not employ all the elements of a model discussion, but the excerpt illustrates several substantive and procedural strengths. The activity in which they are engaging is a so-called Constructed Dialog. The essence of the activity is that a group of 5-7 students discuss a public issue much like a group of citizens. The teacher does not participate in the Dialog.

Among the substantive public issues which pertain to the topic of school prayer are the Constitutional guarantee of freedom of religion; the diversity of religion and religious belief in the United States; the Constitutional mandate to separate church and state (in this case, state-run public schools); and the competition and balance of individual and group interests in a democracy. Note the way in which the students and Marcus challenge each other's thinking and assumptions as they explore issues of fairness. Note also the way that Marcus brings up the Constitutional issues raised by his experience.

EXCERPTS FROM AN EXEMPLARY DISCUSSION OF SCHOOL PRAYER

First, Marcus uses his own experience as an example of individual versus group interests. He has just told the other five students in the group that he was a basketball player and that before every game the coach led the team in prayer. He felt uncomfortable, he reports, both because he did not want to pray in the manner of his teammates, and because he was therefore singled out as not a good team member. He and the students discuss, implicitly, the conflict between his religious freedom and that of the rest of the group.

Marcus: I played basketball and I felt uncomfortable during that time. I had to be singled out as not being part of the team.

Ann: You had the option to leave.

Marcus: Option to leave? What? They don't tell you that they're saying a Christian prayer and give you the option. I don't believe that but I had to be subjected to that because I wanted to play ball—now, is that fair?

Sam: How did it hurt you?

Marcus: I think it's funny that you can stand up and worship something you don't even know existed.

Sam: I want to know how it caused you harm?

Marcus: I'm here with a team. We're a team, one together, and now the coach is saying right before the game, "Let's pray together to win the game..."

Sam: He's just trying to wish you good luck

Marcus: No, why should I be subjected to that; why can't we just go out and play the game? It's not fair to me, because I don't believe, and yet I would be singled out if I turned my back, and then I get treated differently

Elizabeth: I can understand that, but this stuff about the pep assembly...

Marcus: It all depends on how strongly you believe in it. You could probably care less either way, but I care strongly about it.

Joe introduces the issue of public versus private schools, and Marcus takes up the point and discusses the Constitutional implications.

Joe: If people cared strongly about it, they would all be going to private schools.

Marcus: That's very true, and that's what the purpose of a private school is for.

Sam: A lot of people don't have money for it.

Marcus: Then you teach it in the home.

Sam: And if you're taught that, you express that.

Marcus: In the Constitution, you can't favor any establishment of any Church, right?

Sam: Right.

Marcus: Now if you have a public school and it's favoring a religion or saying a prayer, is that fair?

The students try to sort out issues of religious diversity in a public school as Ann proposes that the word "Lord" is not favoring a religion and that every student in her school is Christian—or at least religious.

Ann: All they were saying was, "lord."

Marcus: *Lord*, *God*, those are all Christian words.

Ann: What would you rather we say?

Marcus: My God is Buddha. We're back to the basic thing: in the Constitution it states there will be no favoritism of any religion...do you all agree?

[most mumble "yes"]

Marcus: If you have a school that's basing its atmosphere around a Christian attitude, is that not favoring one religion?

Ann: You are probably the only person in the whole school that's not Christian.

Marcus: You're crazy (smiling).

Ann: Everybody in this school has some form of God or religion.

Marcus: You can't speak for everyone else in the school! You don't know. Did you know what I believed in before I told you?

Ann: No.

The discussion returns to the issue of the competing interests of minorities and majority—and the relative "hurt" incurred by an individual or group if prayer is forbidden or permitted in school. Note that Marcus now challenges the other students with their earlier question of him, asking whether anyone is hurt if religion is not allowed in public schools.

Marcus: So then how can you speak for everyone else? What if you have a group of people who don't believe in anything, and they have to sit through a pep assembly and listen to prayer even though they don't believe in it. It doesn't hurt anyone to not pray, and if you want to pray, you can pray on your own time.

Sam: It's a way to wish someone good luck.

Marcus: Why can't you just say, "good luck?" They're favoring the Christian religion.

Marcus: If there are people who feel so strong about prayer, couldn't there be people who feel strongly the opposite, they don't believe in prayer, and because they're not the majority...

Sam: If they change the wording to their higher being.

Marcus: What if they have no higher being? Is anyone hurt if religion is just taken out of school?

This brief excerpt from a longer transcript gives some idea of how students can become engaged in a complex discussion, using their own experience as context for a deep understanding of public issues. However, this discussion is not typical of the way that a group of students engages a controversial topic. In fact the substantive and procedural characteristics of good discussions described earlier are rarely used by students in class. Most students must learn these skills through extensive guided practice.

THE EXPERIMENT

The experiment, then, was to see if teachers, trained in ways of facilitating public issues, discussion could build on the *You Decide* segments broadcast on Channel One in ways that would enhance students' skills in analyzing issues and arguing publicly for their positions in a class setting—a sort of town meeting. There were other possible outcomes to be explored as well. It seemed reasonable that the mere engagement of these issues could have the effect of making the news more interesting to watch and analyze, and could provide students with insights about the nature and complexity of public issues, even if they failed to improve their skills at discussing them.

Working with researchers from the University of Michigan, the social studies consultant selected four Channel One high schools that represented a range of community types: urban, suburban, and rural. From his many years as a consultant to schools throughout the county, he selected schools in which there were at least two teachers capable of learning and implementing the discussion strategies. The research design called for each school to yield two classrooms in which the public issues discussions would be implemented (experimental classrooms) and two classrooms that would serve as controls—viewing the same news shows, but not discussing any of the *You Decide* segments. There were a total of eight teachers in the experimental group and seven in the control group. Each control teacher was chosen to "match" an experimental teacher with regard to subject area taught (i.e., World History, Economics, US Government, etc.) and grade level.

The social studies consultant trained the eight experimental teachers in the use of the public issues discussion strategies mentioned earlier. (These are described in greater detail later in this chapter.) The teachers then used these strategies over a three month period to lead classroom discussion of the *You Decide* segments with their students. Before and after the intervention the students were assessed on various discussion skills and on their knowledge of current events. The research design is summarized in Table 7.3.

TABLE 7.3 RESEARCH DESIGN FOR THE UNDERSTANDING PUBLIC ISSUES EXPERIMENT

GROUP	PRETEST FEBRUARY	TREATMENT MARCH - APRIL	POSTTEST MAY
Experimental Treatment		• Twice weekly class discussion of *You Decide* features following UPI pedagogical strategies	
Experimental Measurement Students	• Constructed Dialogue Test on one public issue • Channel One Knowledge Test		• Constructed Dialogue Test on one public issue • Channel One Knowledge Test • Public Controversy Analysis Test
Classrooms	• Observation of two class discussions		• Observation of two class discussions
Control Treatment		Teachers treat Channel One discussions in the same way they always have	
Control Measurement Students	• Constructed Dialogue Test on one public issue • Channel One Knowledge Test		• Constructed Dialogue Test on one public issue • Channel One Knowledge Test • Public Controversy Analysis Test
Classrooms		• Observation of 2 class discussions of Channel One	

Experimental sample: 4 schools; 2 classrooms each; 200 students total. Control sample: same 4 schools, 2 classrooms each—except for one school, which had just one control class; 200 students total.

METHODS

To evaluate the impact of these discussions, several assessment techniques were employed. All of the assessments were administered to both experimental and control classes, except where noted in the Results section.

Written assessments included (1) tests of students' current events knowledge, based on a content analysis of the news covered on Channel One during the two months prior to the test; (2) questionnaires assessing students' motivation for learning from news broadcasts, valuing of the news, strategy usage for understanding and thinking about the news, and attitudes toward public issues; and (3) a post-test in which students were asked to critically analyze transcribed excerpts of a contemporary public issues discussion. *Oral assessments* included (4) classroom observations of the teachers' usage of the discussion strategies in full class discussions of various public issues; and (5) Constructed Dialogs, in which groups of 5-7 students were videotaped discussing the issue of prayer in public schools.

RESULTS

The results are divided into three sections; two focus on students and one on teachers. The first section examines the experiment's *direct* effects on students' ability to use and recognize oral discourse skills, and on their perception of public issues. The second explores *indirect* effects on students' interest in the news and on their knowledge of current events. The third describes the effect on teacher discussion of news in the classroom, as directly observed by the researchers, and as reported by students.

Direct Effects on Students' Oral Discourse Skills

The ultimate goal of this experiment was to teach students how to discuss controversial issues using oral strategies designed to facilitate thorough exploration of an issue in an atmosphere of calm deliberation. The strategies include both *substantive* and *procedural* aspects. Substantive aspects concern the use of styles of argument that have been shown to facilitate a thorough examination of people's views and the reasons behind them. These include stating clearly the public policy issue in a case of controversy ("Should public school students be permitted to say a prayer at a pep assembly?"); elaborating the reasons behind a point of view; recognizing when a point under discussion is an issue of definition, fact or morality; using analogies or stipulation as appropriate; identifying democratic values embedded in an issue (such as religious liberty or free expression); and demonstrating foundational knowledge such as what the Constitution says on the issue. Procedural aspects concern comments which facilitate or detract from the overall flow of discussion. Positive procedural comments include summarizing the points that have been made thus far or encouraging silent members to contribute; negative comments include personal attacks and monopolizing the discussion. Students' ability both to use and to recognize these strategies was assessed.

Using Discussion Skills—Students' Constructed Dialogs

To assess students' use of these discussion skills, all students participated in Constructed Dialog sessions around the topic of prayer in public schools. After viewing the

Channel One segment that dealt with prayer in schools, students from participating classrooms (both experimental and control) were divided into groups of 5-7 and taken to a quiet location. They were told that each student should state a position on the issue, "Should students be allowed to pray in school?" and indicate what they would say to try to get others to appreciate their view. If all students took the same position, they were asked to imagine why others might take an opposing viewpoint, and to identify what others might say in support of that view.

Students engaged in a Constructed Dialog session on school prayer both before and after the experiment. (Teachers agreed not to discuss the school prayer issue in class.) Dialogs ranged in length from 7-15 minutes. An attempt was made to keep the composition of the groups identical from pre to post, but this was not always possible given patterns of school attendance.

The Constructed Dialogs were videotaped and then coded on five dimensions: (1) the quality of the substantive and procedural discourse, (2) the social perspective of the discussion (ranging from indifference to the issue to taking a societal perspective), (3) the extent to which the group incorporated content of the Channel One video segment into their discussion, (4) an overall evaluation of the groups' ability to pursue the discussion independently (ranging from the discussion was dependent on prompts from the researcher to the group worked independently and worked through all or most of the relevant issues and subissues), and (5) length of the Dialog.

Each Constructed Dialog was independently rated by two coders. Results were compared, and where there was disagreement, the two coders discussed the discrepancy and decided on a mutually agreeable rating whenever possible. When the discrepancies could not be resolved, a third coder independently scored the segment, and the majority rating was used. The data were statistically analyzed, comparing experimental and control students on each of the coded dimensions.[3]

Typically, the pretest discussions lasted about eight minutes. For the other four dimensions, students averaged a minimal rating on substantive and procedural aspects of the discussion, revealing a self-centered focus in most of the comments ("well I think if a person wants to pray he should be allowed to; what's the big deal?), and a group process best characterized as each student stating his or her own position and rarely attempting to challenge the thinking of others or work out a group position. The *You Decide* video segment did not play a role in their discussion, except for students infrequently making passing references—usually to the news story itself ("that student in Texas could have left if he didn't want to pray at the rally"). Students did not engage the arguments presented by experts on either side of the issue. In sum, the discussions illustrate the point made by advocates for public issue discussion training: high school students are ill equipped to carry on a discussion of a public issue that leads to a defensible position on a matter of public policy.

---

[3] Detailed results of these analyses are presented in Johnston et al., 1993.

At the time of the posttest both experimental and control students spent more time discussing school prayer. (The longer discussions could be a practice effect of engaging the topic for a second time.) Both groups also made more direct references to the Channel One video segment in May than in February. With regard to the other intended effects of the training, the impact was much smaller. The experimental students were slightly higher in their use of substantive strategies at both points in time, but the difference was not statistically significant; the experimental group was still at the minimal level of skill. The experimental students improved their procedural discussion skills, while the control students decreased somewhat. More experimental groups rose to the acceptable level, but the average was still barely higher than minimal. The social perspective of the comments did not increase. The overall group process ratings for the experimental students increased over time, while the ratings for the control students decreased. Clearly, there were signs that the training was beginning to have some effect, but it was very small in size.

Below is a posttest Constructed Dialog that is somewhat typical. Note the extent to which students simply express their views without giving reasons for the views. Their engagement of the views of others is minimal. Compare this excerpt with the exemplary—and rare—discussion reproduced earlier in this chapter.

EXCERPTS FROM A TYPICAL DISCUSSION ON SCHOOL PRAYER [POSTTEST]

Katy: I don't believe in the Bible and I don't believe in praying.

James: You don't have to believe in one God; you're praying to your own God, not just one type of God.

Samantha: We are one nation under God and I do think it's freedom of speech to do so (pray).

Sara: I would feel uncomfortable if people just started praying.

Katy: If the whole gym sat down and started praying, that's uncomfortable.

David: It doesn't matter to me: if they want to pray, they can pray; if they don't, they don't.

Samantha: Some people don't want to stand for the Star Spangled Banner, but they do.

Katy: Praying to God is different.

Samantha: But we're one nation under God.

Katy: But I don't believe in the Bible.

James: I don't believe in the Christian God...I believe in a type of God...that doesn't mean I am against praying.

Sara: I'm not against praying...just in school. It's OK to do it in church but...

Samantha: If enough people in school are against it, then it isn't necessary to put them in a weird situation, because those who want to pray can do so at church or home or school. But if the minority still wants to, then prayer should be allowed.

Katy: But a lot may not want to pray, but they just don't come out and say it, they just stay and pray with the rest.

David: In our school...I think the school should be allowed to decide.

Katy: The school can't state who has to pray, or give permission...They don't know who started the prayer in school, the teachers or the students...

Samantha: The guy who was [speaking out against pep-rally prayer in Channel One video] was making it sound like it was totally impossible for the students to want to pray on their own.

Katy: I would never [allow prayer in school].

Sara: I don't think we can really decide because we don't have it at our school and until it would happen we don't know how it would really be.

Katy: If someone got killed then I would probably pray, but not to God, but to that person.

[Discussion ends in a few 'yeahs', and blank stares at one another and the researcher.]

Recognizing Good Discussion—Students' Cognitive Understanding

In May, all students took a Public Issues Analysis Test (PIAT) designed to assess cognitive skills in analyzing a public issues discussion. The test contains a transcript of a dialog between two students about the issue of curfews for teenagers. After reading the dialog, the students responded to a series of questions which asked them to analyze the function of various statements in the dialog. In particular, students were asked to identify the ways in which various statements facilitated or impeded the dialog. To measure sensitivity to the give and take of effective dialogue, the PIAT included two statements. For each, students were asked to select the two best "replies." The best replies were those that would keep the discussion moving forward by acknowledging the speaker's point in the counterpoint.

For the first statement, 70 percent of the experimental students picked one of the correct responses while only 48 percent of the control students picked this response. For the other correct response, 75 percent of the experimentals selected it while only 65 percent of the controls did. For the second statement, a higher percentage of experimental students chose one of the correct responses, but there was no difference for the other response. These results indicate that in general, the experimental students were more likely than the control students to recognize appropriate responses.

Students' Attitudes and Perceptions of Public Issues

In May, students were presented with six public issues. Some were topics of *You Decide* segments that had been discussed in the experimental classrooms and viewed, but not discussed, in the control classrooms. The issues include the death penalty, prayer in public schools, gays in the military, curfews for teenagers, the use of military force in Bosnia, and whether or not abortion should be legal. (The abortion question had not been treated on Channel One as a *You Decide* segment. It was included to test for response generalization.) Students were asked to evaluate each issue on scales measuring how complex they felt the issue is, how often they thought about the issue, if they had a well-thought-out position on the issue, how strongly they felt about their position, and whether they felt there is an obvious "correct" position on the issue. They were also asked a number of questions designed to assess their attitudes toward the activity of discussing public issues.

Results indicate that in May, the experimental students thought about controversial issues in the news more often than the controls, thought the issues were more complex, held what they consider to be well-thought-out positions on the issues, felt more strongly about their positions, and had a more positive orientation toward engaging public issues.

Indirect Effects on Students

There are at least two indirect effects that this experiment could have had on students' responses to news-related activities. They could become more interested in reading and listening to various news sources outside of school. They could also become more alert to the details of the Channel One news broadcasts and thus more knowledgeable when tested about the facts of the news.

Attention to Other News Sources

In May, students were asked how many stories they had seen on the news (other than Channel One) on various high profile topics in the national news, e.g., stories about Bosnia, Russia, Somalia, the Rodney King trial, and the World Trade Center bombing. Students responded on a four-point Likert scale, where 1 = no stories, 2 = one story, 3 = two or three stories, and 4 = four or more stories. There were no differences between the experimental and control samples, except that the control students reported seeing more stories about the Rodney King trial.

Current Events Knowledge

In February and May students were given the same current events test used in the main study of Channel One effects (See Chapter 6).[4] Results are presented in Table 7.4. The data indicate that involvement in the experiment did increase students' knowledge of current events. Experimental students averaged 74 percent on the test while control students averaged 67 percent. The control students all viewed Channel One on a daily basis, so the 7 percent difference indicates how much more experimental students knew than the typical viewer. Equally important, grade-point average was a weaker predictor of performance on the test. In the larger study of Channel One the difference between "A" viewers and "C" viewers was 12 percentage points. In this experiment it was only 5 percent. In this experiment the regular discussion of Channel One appears to have helped the "C" students and reduced the gap between them and "A" students.

---

[4] In the exemplary schools study two forms of the May test were administered because of time constraints. In this study, the two forms were combined to produce a more complete assessment of current events knowledge.

TABLE 7.4 PREDICTING CURRENT EVENTS KNOWLEDGE IN MAY

PREDICTOR	N	ADJUSTED FOR INDEPENDENTS & COVARIATE	BETA
CONDITION			0.21***
EXPERIMENTAL	160	73.8%	
CONTROL	145	66.6%	
GENDER			0.08
MALE	139	68.9%	
FEMALE	166	71.6%	
AVERAGE GRADE			0.12
A OR A-	58	73.9%	
B+ OR B	110	71.0%	
B- OR C+	85	68.0%	
C OR BELOW	52	68.9%	
MULTIPLE R^2			0.21
MULTIPLE R			0.46

Multiple Classification Analysis of May current events test scores, covarying February score. Grand mean = 70.4%
*** significant main effect, $p<.001$

Effects on Classroom Teaching

Because the experiment's effects on students were expected to result from their engagement in teacher-led discussion, teacher behavior was assessed: by students' reports of teachers usual ways of discussing the news and current events; and by the researchers' direct observation of planned classroom discussion of public issues.

Teachers' Usual Classroom Discussions of the News

Because the effects of the intervention were expected to be related to opportunities to practice the new strategies, students were asked to assess how often their social studies teachers discussed Channel One. (These questions were not asked in February.) Results indicate that in the experimental classrooms, teachers were perceived as leading discussions of the news more often and for longer periods of time than control teachers. The experimental teachers tested their students on the content of Channel One more often, and they were perceived as relating Channel One stories to what the class was studying more often than controls. Experimental students felt that their teachers would give higher grades to the Channel One program as a whole than the control students.

Formal Full-Class Discussion

Before and after the training, the researchers videotaped teachers while they led classroom discussions of two *You Decide* segments. The observations took place in all 15 of the classrooms. In advance of the taping teachers were told that the researchers would arrive with two then-current *You Decide* features—one on the death penalty and one on "Nannygate," the controversy surrounding President Clinton's nomination of Zoe Baird as Attorney General. Classes were divided in half, and the teacher led each half by turn in discussion of one of these topics.[5]

The teacher-led discussion tapes were examined by two researchers after the Constructed Dialogs has been evaluated. Given the absence of statistically significant differences in the skills of students in experimental and control classrooms, the only teacher-led discussions that were analyzed were those in the experimental teachers' classes. The researchers used a checksheet to rate the dialog from each discussion, categorizing teacher and student participation according to the eight teacher- and eleven-student behavior criteria. The characteristics can be summarized briefly: (1) Discussion opens with a clear identification of the topic and its context in public life; (2) discussants identify and label definitional, ethical, and factual subissues; (3) discussants present their position on the issue and elaborate on the reasons for their position; (4) interpersonal interactions among students are positive, encouraging and challenging; (5) participants summarize points of agreement, conflict, and resolution. A summary of findings is discussed in the following sections, comparing teachers before and after the Public Issues training.

Before Training

Before training, most teachers (experimental and control) used at least some of the strategies, and one or two teachers seemed to have a masterful command of group discussion, using most of the strategies. None, however, used all of them, and there was a consistent tendency, among even the best teachers, to rely on elicitation and other didactic techniques such as challenging students, taking opposing positions, and presenting related issues and facts—but not to moderate and summarize the discussion in useful ways. Frequently, discussions before the training bore the character of loose and disjointed opinion-voicing. Students would announce an opinion on the subject, often with much feeling, but rarely with the support of evidence or justification. Teachers sometimes challenged their students' arguments, but seldom provided structure (e.g., stipulating one point before moving on to the next, or summarizing progress). Most marked was the way in which discussions ended; they simply ground to a halt in most cases, or were closed with an abrupt vote ("Who here thinks we should have a death penalty? Who doesn't? OK, that's it.").

---

[5] This split was intended by the researchers to ensure that discussion groups would not be too large. In the post-intervention discussions, the class was not split; teachers had not found it useful, and it seemed generally frustrating for students to watch, but not participate in, a discussion by the other half of their classmates.

After Training

The posttest observations were taped several months after the teachers had been trained. The tapes provided evidence that long-term changes were taking place in some experimental classrooms, but not sufficiently to shape the discussion skills of students. In all of the classrooms the post-training discussions were improved over the earlier ones. The level of substance in discussion and the teachers' ability to provide direction and form had increased in every case. The most universal change (and perhaps the one most to be expected, given its prominence in the observation situation) was the way in which teachers introduced a topic. Each teacher was now more careful to present the topic as a public issue, and to explicitly state the topic for discussion. Again, however, there was a good deal of variance in how thoroughly the public issues context of the topic was presented and discussed. Perhaps most strikingly, the other end of the discussion—summarizing and closing—remained the weakest element among the majority of the teachers. Even where the interchanges had been thoughtful and active, teachers did not bring appropriate closure to the discussions.

The most enduring and obvious characteristic of the discussions in all of the experimental classrooms was the fact that they were teacher-led and teacher-controlled. Very little independent student-student interchange took place in the classrooms. Even when teachers did encourage student interaction and response, they did not help students to themselves use the reasoning, challenging, and summarizing strategies with each other. When the full-class discussions were reviewed, it became very apparent why the students' own Constructed Dialogs did not show much change over the course of the semester. Without a teacher to structure and guide the interaction, the quality and patterns of student discussion became dependent upon the rare emergence of a didactic student—Marcus in the earlier transcript—or, most frequently, upon the social dynamics of the group and on conversational drift.

SUMMARY

How should we value this experiment? Are the *You Decide* features a valuable addition to the Channel One programming? When used in classrooms where teachers use discussion strategies tailored to the features, do students improve their ability to discuss public issues? Do the *You Decide* segments contribute to the broader social studies goal of enhancing public issue discussions in the classroom?

The experiment was successful in extending the amount of time teachers and students spent talking about controversial public issues in the news. Teachers learned a new set of skills that they could use to help students discuss controversial issues in an objective fashion that illustrates the complexity of most such issues. The teachers' involvement in the experiment gave many of them the opportunity to learn the skills, but most still required additional practice before they would be able to effectively guide fruitful class discussions. The set of strategies itself will need some refinement if students are going to be able to internalize and apply the skills to their own unguided efforts to talk about public issues. Even in the best classes only the teacher learned how to guide a discussion. The hope is that students will learn how to guide their own discussions as they become active citizens outside of school.

While the experiment did not noticeably improve students' skills at discussing issues on their own, it did have several positive outcomes. Students learned to identify some of the characteristics of effective discussions, even if they had difficulty applying them in a discussion without the teacher present. They came to appreciate the complexity of most public issues and came to enjoy participating in discussions of them. Finally, students learned much more about current events as evidenced in test scores that were much higher than those of students who simply viewed Channel One. Importantly, the less academically-oriented students learned more than usual from viewing and discussing.

In many ways the *You Decide* segments *per se* were not tested, but this much can be said about them. They clearly helped teachers set the agenda for extended discussion of compelling civic issues that confront society today. Students liked the *You Decide* segments more than the traditional segments in which they are told what is happening in the news. *You Decide* takes what could be seen as simply another incident in the myriad of daily events (e.g., "Student Challenges Christian Prayer at Pep Assembly") and gives it importance for viewers by inviting them to consider the event's implications for their own situation and for societal decisions that will influence their own lives in the coming years.

Given the length of a Channel One broadcast (only 10 minutes), the segments are necessarily less thorough than the printed pamphlets that have been used in prior efforts such as the Harvard Social Studies Project. The teachers and the social studies consultant in this study found that to thoroughly debate the issues, students needed more information than was contained in the single video segment. Classroom deliberation calls for careful examination and reexamination of text, not just a once or twice played video that presents a capsulated version of events, expert opinions, and points of law. The *You Decide* segments advance the potential of school-based news broadcasts by setting the agenda and triggering debate, and perhaps making the very activity they describe—classroom-based citizen debate—more intriguing to social studies teachers around the country. Previous efforts to infuse this type of activity in the social studies curriculum have not resulted in large-scale adoption. The regular appearance of *You Decide* features in 12,000 schools may be the very catalyst for change that is needed.

8.

School Factors That Influence Learning from Channel One

A major finding of an earlier research study is that there is great variance from school to school in how much students learn from viewing. To learn why there is such variability, a series of case studies was done in six schools—three where students learned a lot and three where they did not (Johnston & Anderman, 1993). Seven factors were identified that distinguish the two types of school environments. Because this year's research focused on exemplary schools, chosen to be "best" on these factors, the findings from this earlier study are reproduced here.

EXCERPTS FROM *CHANNEL ONE: THE SCHOOL FACTOR*

Among the range of schools that subscribe to Channel One, seven factors appear to account for the differences in student performance on current events tests: (1) How teachers deal with the broadcasts in their classes, (2) the timing and placement of the broadcast in the school schedule, (3) flexibility of the curricular requirements, (4) school climate, (5) personal values of the students and teachers regarding the importance of current events, (6) student ability, and (7) characteristics of the Channel One broadcast itself.

Discussing the News

The most obvious feature distinguishing effective Channel One schools is the commitment of the teachers to utilizing the show's material in the curriculum. In the schools where it is working teachers insist that students pay attention during the broadcasts and they regularly discuss news stories, both immediately after the broadcast and in classes later in the day. In the highest performing school, in the first period class where Channel One was viewed, the news was often discussed—occasionally for half or more of the period. As the day progressed, teachers from many different subject areas incorporated Channel One topics into their lessons. English teachers had their students write about Channel One stories. The Spanish teachers used the news stories for oral and written exercises. The government teacher brought in references to the election campaign and the history teacher used news stories about the break-up of the Soviet Union to extend students' textbook understanding of Russian history. Channel One news material was not discussed or used every day, but it was used regularly. Students knew teachers valued the news so they paid attention to the broadcasts; and the teachers themselves watched and insisted that students do so as well.

In the three schools where students did not learn much, Channel One was rarely discussed—either immediately after the broadcast or later in the day. The reasons varied from school to school. At St. Kathryn the teachers and students watched the shows, but they made a conscious decision not to use class time to discuss the content. At Summit High School there was rarely class discussion of the news, but the motive was more indifference to the news as valued information. Whatever the reason, students were not given opportunities to discuss and interpret the news of the day.

Timing of the Broadcasts

In the schools where Channel One worked well, the broadcasts were slated for the beginning of an extended academic class period. Students were in a "learning" mindset and teachers had the opportunity to conduct an extended discussion of an interesting story during the broadcast period itself when the content was fresh. In the three schools where it was not working, Channel One was broadcast at times that limited student attention and teacher opportunity to discuss the content. At Summit it was broadcast during the first academic period, but at the very end of the period, leaving no time for discussion to occur right after the broadcast. At Champion and St. Kathryn it was broadcast during a homeroom period at the beginning of the day as students were making the transition to school; again there was no opportunity to discuss the show immediately after the broadcast.

Broadcast during a homeroom at the beginning of the day has several disadvantages. Students are just making the transition to school and are not yet in a learning mode. Teachers see it as an administrative time and find it easy to use the time during the broadcast to make last-minute class preparations or attend to the many administrative details that are part of running a large school. In short, the time is not conducive to taking the news seriously as a topic of learning.

Curricular Flexibility

In several schools the curriculum was too tightly proscribed to allow teachers the "luxury" of discussing the news. Teachers felt that they must follow a daily plan very closely, a plan which guarantees that they will complete the textbook or district syllabus in the allotted number of days. Even for interesting news stories, teachers felt they could not discuss the story lest they fall behind. A related problem occurred in large schools with a compartmentalized curriculum. There was often little or no discussion among the whole faculty about broad, shared curriculum goals for students, like making students aware of national and world events. Such goals were relegated to specific social studies courses. In the more effective schools, one or more faculty meetings had been devoted to discussing the uses of Channel One and the importance of building students' consciousness of national and world events as a school-wide educational goal.

School Climate

In the high performing schools students and teachers alike shared a consensus that the purpose of school was to learn a variety of things. While students would happily be playing instead of going to school, they were largely committed to attending school and doing the tasks of learning laid out be teachers and reinforced by parents. Current events was another topic to be attended to just like geometry, English, or drafting.

In the low performing schools, there was a kind of regimentation and tension. Teachers were always cajoling students to be quiet and pay attention to school. There was an associated tension waiting to be relieved, and the Channel One broadcast provided that relief. As though there had been a temporary truce, teachers used the broadcast time for correcting papers and students used it as a time for quiet conversation. Channel One was not totally ignored, but neither was it carefully attended to unless a very interesting segment came on. The inattention had as much to do with the needs of students as it did the nature of the broadcast itself.

Every school has had to adjust the daily schedule to accommodate the 12 minute broadcast. The adjustments vary from reducing every class period by a few minutes to extending the school day. In a number of schools the adjustments were made without consulting teachers or students and the new schedule irritated some group or other. At St. Kathryn the new schedule required students to arrive at school 12 minutes earlier in the morning. A year and a half after the adjustment had been made students were still giving this as one reason they did not like Channel One.

Personal Values

In the best schools students and teachers alike valued being informed about current events. A faculty commitment is essential, but it is unclear whether their commitment is sufficient or if students must possess a complementary interest in the news—an interest acquired at home or in earlier schooling. In a suburban community in the midwest both students and teachers at the Channel One school felt that watching Channel One was an important part of the school day, and that being informed was an important goal for teens and adults alike. Current events learning in this Channel One school was among the highest in the entire study.

In a similar suburban community in the Northeast neither the students nor the teachers in the Channel One school valued keeping up with the news—at least not the news as shown on Channel One. Students were cynical about many things and criticized the news coverage on Channel One for being too young for them. They performed quite poorly on the current events tests. Yet twenty miles away in a control school without Channel One students performed exceptionally well on the current events test (better than students in any other control school in the study). The principal, social studies department chair, and the social studies teachers all showed a strong commitment to teaching students about current events. For example, teachers regularly brought newspapers to the classroom to engage student opinions about recent events. The students also valued being current, yet they came from a community that seemed identical to the nearby Channel One school. Was the student interest in the news the result of cultivation of the value by teachers or did students bring this interest from home?

A similar contrast appears in another pair of schools. In the Channel One school in Florida a large percentage of students were from broken homes. They had recently moved to the area to get away from a difficult situation in their home community. Given their other problems, the news was of little interest to them. Few of the teachers were interested in the news either. On our questionnaires current events scores were quite low and student interest in all categories of Channel One stories (news, sports, entertainment) was quite low. But in a single class of honors students there was a very different value set among the students, and the teachers of these students went to some length to connect news stories to the students' understanding of history and social studies. These students did quite well on the current events tests and showed high interest in the news segments on Channel One. It appeared here that student values had not been shaped by the school, but by influences at home. A school in Virginia with a stable population of families, better adjusted students, and a faculty interested in promoting news literacy performed very well on the current events test. The experience in this pair of schools suggests that the home influence is an important part of the equation.

A third pair of Channel One schools provides further support for the importance of home. Both schools are in inner city locations, one in the northeast and one in the mid-west. In the school in the northeast the students expressed very low interest in the national and world news and performed very poorly on the current events test. The students all came from homes in a socially isolated ghetto; a large number came from families of recent immigrants. They had little knowledge of, or interest in, the world beyond certain sections of their city. Teachers claimed that the students had difficulty relating to much of what they saw on the Channel One, because it was so different from their everyday experience and distant from the topics discussed at home. For example, one teacher felt that a Channel One segment on a science fair winner was discredited by her students because they could not imagine that a 16 year old could possibly have the knowledge and skills to do the experiment that won her the prize. Several other teachers noted that the students had difficulty relating to a Channel One story about youth in a wealthy suburban school where the students lived in four-bedroom homes with large lawns. In this school, discussion of Channel One news stories was quite infrequent; teachers did not value spending class time this way. They wanted to spend as much class time as possible working on the students' basic skills of reading and writing. Yet the faculty were pleased that Channel One was broadcast every day because they felt it was important for these students to be exposed to the bigger world beyond their everyday existence even if they did not acquire "testable" knowledge from the experience.

In the other inner city school in the midwest the students—also mostly minority—came from blue collar homes. Their families had lived in the area for a long time and they identified with a wider range of societal activity shown on the news, from sports to politics. While news stories of politics and world affairs were not highest on their list of interests, it was within their range of experience. The teachers discussed interesting stories with students when they arose and students participated in the discussions.

What seems clear from these several examples is that for Channel One to have an effect teachers *must* value being informed; without that, it is unlikely that students will learn a lot from the broadcasts. But in some schools students are so disconnected from every day societal events that even a dynamic faculty is unlikely to get them excited about major issues in the news.

A Mind for the News

One of the intriguing findings of the first year research was the strong relationship between overall school grades and performance on the current events tests. Smarter students learn more facts from the news. This finding held up even in the best of Channel One schools. Part of being a good student academically is an interest in the more adult aspects of life, which includes news about politics and world events. But it may be something else as well: an ability to process more information. In schools where overall attention to broadcasts is low, it is the high ability students who are able to simultaneously process the news and do other things such as homework or quiet conversation.

Equally intriguing is the low performance of the socially isolated students. It suggests that some students are so sheltered from the larger world that they have no schema to process the content of the news. For them, viewing the news is unlikely to have any affect on their structured knowledge of world events, although their teachers think the mere daily exposure to the news is an important part of their socialization.

Channel One Itself

The format of Channel One for the 1990-1991 school year is described in the First Year report. In brief, it had 3-4 minutes of fast-paced news of the day and very few in-depth pieces on news events. The remainder of the show contained magazine features on topics that ranged from getting a summer job to coping with stress. Teachers were routinely asked whether the format itself was a barrier to utilization of Channel One in their classes. The most common complaints were the fast pace of the news (both pictures and story line) and the lack of in-depth coverage. More important, being a news program, the contents were unpredictable. When teachers come to school it is a necessity that they have the content for each class carefully planned. So it is very difficult for a teacher to change a lesson plan that has been carefully worked out to cover certain material and substitute a discussion—no matter how brief—of a news item. This format for the news continued in the second season, but was changed dramatically in the fall of 1992. This year the pace was much slower, the news coverage significantly longer overall, and there was more in-depth coverage of important stories. There was also some attempt to alert teachers to up-coming news and feature stories. Teacher reaction to this year's format (discussed in Chapter 3) was quite favorable; so was student reaction (Chapter 4).

Prospects for Change

These seven factors work in concert to affect the potential of Channel One to impact on student learning. Whittle Communications changed the factor over which they had control—the character of the broadcast. The other factors are under the control of schools and parents, but they vary in how easily they can be changed. The timing and placement of the broadcast in the daily schedule is the most easily changed. Getting teachers to discuss the shows is a bit more difficult, but it is an attainable goal. Curricular flexibility and school climate could be changed with effort, but they are usually deeply embedded in the school culture. The last factor—the values students and teachers place on the news as information—is not easily influenced. But in a democratic society an informed citizenry requires awareness of national and world events. The value is important enough to American society that schools should want to work hard to increase the value students and teachers place on this awareness.

9.

Channel One in Perspective

In the fall of 1990 Whittle Communications launched an ambitious effort aimed at infusing schools with video technology and innovative news programming. Three years of independent research has tracked its impact on schools and students. We review the research findings in this chapter by asking and answering seven questions.

DO TEACHERS VALUE CHANNEL ONE?

The clear message from a survey of teachers in a nationally representative sample of the more than 10,000 Channel One schools is that they are happy with the programming and technology they are receiving from Whittle. Teachers assign the programming an average grade of A- to B+. The percentage of teachers who are dissatisfied is less than ten percent. Two-thirds of the teachers would "strongly" or "very strongly" recommend Channel One to other teachers and schools. A quarter of the teachers (26 percent) said they would recommend it with reservations. Only 7 percent said they would not recommend it.

The Channel One programming itself seems to be the major factor underlying the positive responses of teachers. Most teachers feel current events should be a central part of the school curriculum and that Channel One provides good programming in this arena. They feel Channel One is a quality news program and a source of information appropriate for teens.

But one of the perceptions of teachers points to a problem. They judge that a majority of their students, while liking the program, do not pay enough attention to learn from the broadcasts. As with much of the content of schooling, students are not inherently captivated by the study of subjects judged by adults to be important. But, as noted below, many students do learn from the broadcasts.

HOW DO PRINCIPALS VALUE THE PACKAGE OF OFFERINGS?

Principals like Channel One and they place a high value as well on the Classroom Channel, Educator's Channel, and the technology infrastructure that delivers them. On balance, 87 percent of the principals in this representative sample of schools felt that their school's current events materials were better because of the programming on Channel One and the Classroom Channel; 61 percent felt that their overall curriculum had been strengthened by the combination of programming and technology in the Whittle package.

As of May of 1993 (the end of the three-year contract period for the schools that signed up when the service was first offered), 76 percent of the principals had either already renewed or considered it "very likely" that they would renew their contract with Whittle for another term. Twenty percent said it was "somewhat likely." Only 4 percent said it was not at all likely. Many of the principals in this sample were not facing a renewal decision for another year or more. Figures on actual renewals released by Whittle in Fall, 1993 (99.6% of 4,627 schools facing renewal) suggests an even higher level of support than these ratings.

In short, for an innovation of this magnitude, Channel One and the other elements of the Network have generally impressed the educators who have the closest contact with it.

HOW DO TEACHERS FEEL ABOUT COMMERCIALS IN THE CLASSROOM?

Three out of four teachers in the national sample of teachers found the ads a fair trade-off for a package that includes a news program, video supplements for most curriculum areas, and a television in every classroom. Only ten percent felt strongly that the commercials were not a fair tradeoff.

DO STUDENTS LIKE CHANNEL ONE?

At least three-quarters of the high school students and more of the middle school students felt the information they learned from viewing was as valuable or more so than other things they were learning in school. The new format of Channel One (more hard news and a more serious tone) was seen as a distinct improvement by at least half of the students. The students in this year's study were in exemplary Channel One schools, so their response might be seen as not being representative. But the ratings are not dissimilar from those reported in the first-year study of students from a sample of typical Channel One schools.

Students rated foreign news and stories about domestic politics lowest in their list of what interests them on the shows, but more than three quarters felt they at least "sometimes" learned something new from stories on these topics. Across all the topic areas less than 20 percent felt they "almost never" learned something new and valuable. Middle school students gave slightly higher ratings overall—both for their interest in the shows and in their perceptions of how much they learned from watching them. This suggests that Channel One is meeting the needs of middle school as well as high school students.

WHAT DO STUDENTS LEARN FROM EACH BROADCAST?

Students were tested on the content of three different weeks of news coverage. During these periods Channel One covered some high profile news stories: the Iraqi incursion into Kuwait, the progress of peace-keeping efforts in Somalia, the persistent civil war in Bosnia, and the crumbling of the Russian empire. It also covered a variety of domestic news stories, ranging from the new President's Cabinet appointments to weather-related disasters around the country.

In studies of some 3,000 students, viewers averaged 6 percent higher scores than non-viewers. From viewing only a few minutes a day, many viewers learned important pieces of information about the topics covered, but they did not always acquire a complete picture. For example, they knew Clinton was having trouble with one of his Cabinet nominees, but they didn't realize that this must mean that Clinton's Cabinet was not yet complete. Viewers were more likely to know that "no-fly zones" had been established over southern Iraq, but not know the reason they had been established—that Iraqi troops had violated the terms of the UN truce that ended the way be entering Kuwait to bring back weapons left behind in the war.

In addition to the daily news, Channel One presents special series designed to examine in greater depth important topics in the news. During the three testing weeks there was a series on the Federal Reserve and one on the crumbling of the former Soviet Union. Each series contains a few high level, integrative concepts. Examining individual test items that assessed these concepts there was an advantage for viewers. Between 5 and 15 percent more viewers than non-viewers knew the answers. Regarding the Federal Reserve, about 10 percent more of the viewers knew the meaning of inflation and the role of the Federal Reserve in loaning money to banks that in turn lend the money to consumers and businesses. Associated with the Crumbling Empire series, between 6 and 15 percent more viewers knew that ethnic strife was on the rise since the breakup of the Union; that Georgia and Russia were now separate independent republics; and that economically, people in Georgia and Russia were better off than people in other former republics.

In short, there was a small but consistent advantage to viewing in each testing week. The types of news stories that students remembered each week varied, but they were always related to the larger goal of learning about world events.

WHAT DO STUDENTS LEARN OVER THE LONG TERM?

In the first two years of this study (1990-1992), long-term student learning (learning over a period of three months) was measured in 23 Channel One schools around the country. The Channel One schools varied from one another in the interest that students and staff had in current events, and in how well teachers utilized the content of Channel One for instruction. On average in these years, students in the Channel One schools—when compared with students in matching control schools—learned a small amount more than their non-viewing counterparts. In some pairs, students in Channel One schools knew no more than students in the non-viewing school, and in other pairs the students outperformed the non-viewers by a fairly large margin—8 to 12 percent.

In the third year of the study, the effect of viewing the show was studied in five pairs of schools that were exemplary in students' and teachers' interest in current events and in the faculty's use of Channel One programming. The research was intended to identify what is possible—instead of typical—from viewing the news on Channel One.

There was a consistent advantage to viewing of 5 percent for high school students and 8 percent for middle school students. This level of advantage from viewing was compared to benefits achieved with innovative curricula and teaching practices in many other school domains—mathematics, science, reading, and writing. The comparison led to this conclusion: In *exemplary* schools, viewing the present version of the Channel One news program had a "moderate to large" effect on current events knowledge. Given the importance that teachers in the national sample placed on students learning about current events in school, these effects should be judged to be quite valuable. Extrapolation from findings in the exemplary schools to more typical Channel One schools leads us to estimate that, in more typical schools, the present format should result in "small but important" advantages from viewing.

It is clear that learning from a news broadcast is a complicated matter. Quality programming is essential, but far from sufficient. Several personal characteristics strongly influence what any group of students learns from watching. The highest levels of learning are associated with having good grades overall, being male, and being motivated to learn about what's happening in the world—a motive that appears not to be affected by mere exposure to an interesting news program.

In addition, even the students most receptive to learning from a good show learn much more if they have social studies teachers (or teachers in other subject areas) who discuss the news in class and help students figure out the meaning and importance of fragmented stories that comprise "the news."

Conversely, we know of some schools where Channel One does not work; where the climate is just not right. There, too many students are indifferent to the news, the viewing conditions are too noisy, and the teachers too absorbed with other priorities to attend to the program or even make a pretense of discussing the news. Both the best and worst schools underscore a single point: learning in school requires a minimal set of conditions. For learning to flourish, it must be nurtured by teachers.

CAN PARTICULAR TEACHING STRATEGIES INCREASE LEARNING?

The daily presence of Channel One in schools around the nation led one social studies educator to work with the producers of Channel One to see if this new electronic medium could help expand discussions of current public issues in social studies classrooms. Together, they arrived at a new feature for the broadcast called *You Decide*. The educator trained a group of high school social studies teachers to use a variety of teaching strategies that would exploit the material in these features. The teachers used the strategies to lead classroom discussions of 10-15 of the features.

The students did not improve their skills of oral argumentation, but the experiment did have several positive outcomes. Students learned to identify some of the characteristics of effective discussions, even if they had difficulty applying them in a discussion without the teacher present. They came to appreciate the complexity of most public issues and came to enjoy participating in discussions of them. Finally, students learned much more about current events as evidenced in test scores that were much higher than those who simply viewed Channel One. Importantly, participating in the discussions improved the overall knowledge of current events of one group that usually does not profit from viewing. Repeatedly over the three years of this study, students whose GPA was "C" or lower did not learn much from viewing. In this experiment they did learn, and the gap between the "A" students and "C" students was narrowed significantly.

The *You Decide* segments clearly helped teachers set the agenda for extended discussion of compelling civic issues that confront society today. Students liked the *You Decide* segments more than the traditional segments in which they are simply told by reporters what is happening in the news. *You Decide* transforms what could be seen as simply another incident in the myriad of daily news events and gives it importance for viewers by inviting them to consider the event's implications for decisions that will influence their own lives in the coming years.

The *You Decide* segments do advance the potential of school-based news broadcasts by setting the agenda and triggering debate, and perhaps making the very activity they describe—classroom-based citizen debate—more intriguing to social studies teachers around the country. Previous efforts to infuse this type of activity in the social studies curriculum have not resulted in large-scale adoption. The regular appearance of *You Decide* features in 12,000 schools may be the very catalyst for change that is needed.

THE BOTTOM LINE

In Chapter 1 the metaphor of the news as a mosaic was introduced. If current events are thought of as a collage showing major events around the world, what does Channel One do to help students build a distinct, articulated picture? For many students, it adds to their collection of tiles—the building blocks of the mosaic. On occasion it helps them assemble a number of the tiles into distinct features. But it does not appear to be sufficient to provide viewers with a complete picture. This requires help from professional artisans, the teachers, who can help students organize the tiles into a meaningful collage with articulated sections for each of the world's major developments. Having said this, it is unlikely that the activity of building a mosaic of world events would be on the agenda in most schools if there were not a daily, or at least a regular flow of news stories to the classroom.

Looking across the wide array of research results from three years of investigation, the Whittle experiment of infusing schools with video technology must be viewed quite positively. Teachers and principals are largely supportive of the package of benefits they receive. Students learn enough about current events to say that Channel One is helping them acquire valued insights into the world around them. But as good as the technology may be, to achieve maximum benefits for students, teachers must be prepared to help students assemble the somewhat fragmented knowledge that we know as "the news" into a coherent understanding of world events.

References

Ames, C. (Ed.). (1984). Competitive, cooperative, and individualistic goal structures: A motivational analysis. New York: Academic Press.

Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology, 84*, 261-271.

Ames, C. (1990). *Achievement goals and classroom structure: Developing a learning orientation.* Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Student learning strategies and motivation processes. *Journal of Educational Psychology, 80*, 260-267.

Ames. C., & Maehr, M.L. (1989). *Home and school cooperation in social and motivational development.* Research funded by the Office of Special Education and Rehabilitative Services. Contract No. DE-H023T80023.

Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy. *Developmental Psychology, 25*, 729-735.

Buck, R.M., & Green, T. (1993, April). *Collaborating with school leaders for schoolwide change to enhance motivation and learning.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*, 256-273.

Glass, G. V. (1977). Integrating findings: The meta-analysis of research. In L. S. Shulman (Eds.), *Review of research in education* (pp. 351-379). Itasca, IL: F. E. Peacock.

Johnston, J., & Brzezinski, E. J. (1992). *Taking the measure of Channel One: The first year.* Ann Arbor, Michigan: University of Michigan, Institute for Social Research.

Johnston, J., & Anderman, E. M. (1993). *Channel One: The school factor.* Ann Arbor, Michigan: University of Michigan, Institute for Social Research.

Johnston, J., Anderman, E., Harris, D., Milne, L. and Klenk, L. (1993). *Improving Civic Discourse in the Classroom: An Experiment.* Ann Arbor: University of Michigan, Institute for Social Research.

Levin, M., Newmann, F. M., & Oliver, D. W. (1969). *A law and social science curriculum based on the analysis of public issues* (Final Report, Project HS-058). Cambridge: Harvard University, Graduate School of Education.

Maehr, M. L., & Braskamp, L. A. (1986). *The motivation factor: A theory of personal investment*. Lexington, MA: D. C. Heath.

Maehr, M.L., & Midgley, C. (1991). Enhancing student motivation: A schoolwide approach. *Educational Psychologist, 26*, 399-427.

Midgley, C., Anderman, E.M., & Hicks, L. (in press). Differences between elementary and middle school teachers and students: A goal theory approach. *Journal of Early Adolescence*.

Midgley, C., & Maehr, M. L. (1990). *Patterns of adaptive learning survey*. Ann Arbor: University of Michigan, School of Education.

Newmann, F. M. (1990). Higher order thinking in teaching social studies: A rationale for the assessment of classroom thoughtfulness. *J. Curriculum Studies*, *22*(1), 41-56.

Newmann, F. M. (1992). The assessment of discourse in social studies. In H. Berlak, F. M. Newmann, E. Adams, D. A. Archbald, T. Burgess, J. Raven, & T. A. Romberg (Eds.), Toward a new science of educational testing and assessment. Albany: State University of New York Press.

Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Cambridge, MA: Harvard University Press.

Nolen, S.B. (1988). Reasons for studying: Motivational orientations and study strategies, *Cognition and Instruction, 5*, 269-287.

Oliver, D. W., & Newmann, F. M. (1972). *Taking a stand: A guide to clear discussion of public issues*. Columbus, Ohio: American Education Publications.

Oliver, D. W., & Shaver, J. P. (1974). *Teaching public issues in the high school*. Logan, UT: Utah State University Press.

Parker, W. C. (1989). Participatory citizenship: Civics in the strong sense. *Social Education, 53*, 6, 353-354.

Schott, J. C. (Ed.). (1991). *Religious freedom: Belief, practice, and the public interest*. Boulder, CO: Social Science Education Consortium.

Shaver, J. P. (1989). Lessons from the past: The future of an issues-centered social studies curriculum. *The Social Studies, September/October 1989*, 192-196.

Appendices

A. SUPPLEMENTARY TABLES

TABLE A1. CONTENT ANALYSIS CODES

For all three years of research every Channel One show was viewed and the content coded using the categories described below. See Chapter 2, Table 2.1, for an example of one show that was coded.

Week - coded numerically, where week #1 corresponds to the first week of broadcasts for the academic year.

Date - corresponds to the exact date of the broadcast.

Show - each show has been assigned a number, where shown #1 is the first show aired this season. No numbers have been skipped. Therefore, due to holidays on which Channel One was not broadcast, such as Labor Day, weekly shows are not necessarily in groups of five.

Seg - the segment number, where the whole number is the show #, and the fraction refers to the specific segment within a show. For example, seg 2.03 is the third segment in show number two.

Segment Type

op = opening piece (bookend)
is = issue
fo = focus
ff = fast fact
ad = advertisement
se = series
pq = pop quiz
nb = news brief
ep = end piece (bookend)
cl = closing piece

Map - Description of map(s) if shown. For multiple maps in the same segment, note geographical sequence. For example, "NA: US: Western US: Los Angeles" denotes a four-map sequence beginning with North America, zooming to the western states of the US, and then to a blinking dot labeled with the city name of Los Angeles.

Region (when map is shown)

CA = Central America
NA = North America
SA = South America
EU = South America
RU = Soviet Union
ME = Middle East
AF = Africa
IN = India
FE = Far East
OT = Other
MU = Multiple maps within a segment

Theme Detail - a brief description of the main points made in the segment.

Segment Length. Length of segment in minutes and seconds

Theme/Content -

CODE	CONTENT
1.0	World Politics and Events--hard news, unless it's 1.1. Exs: South Africa events relating to Apartheid, drilling the "Chunnel", German unification, Nobel prize awarded, actions taken by the UN. If the event involves adults, but the story shows teen views on it, code it here and code "y" under Teen Perspective.
1.1	Gulf Crisis (used in Years 1 & 2; not in Year 3). Events anywhere in the world that relate to the Gulf Crisis
2.0	World Culture/life around the world. Exs: Bullfighting in Mexico, world music, background story on German unification--how people feel about it, street kids in India, life in Japan and Mexico, stories on religion and religious holidays
3.0	US Gov't, Politics and Events. News events of major significance occurring in the last 48 hours. Code in 3.1-3.3 if appropriate; all other US news events are coded here.

CODE	CONTENT
3.1	how government works (Congress, President, Courts, state gov't, local gov't). Story includes or illustrates how a government agency works—how Congress passes a Bill or interacts with the President or the Supreme Court.
3.2	how election system works (voting, campaigning)
3.3	economics, stories on. CPI, housing starts, health of the economy, employment, national budget (except stories about how a budget is negotiated between Congress and the President; this would be 3.1)
4.0	Life around the US.--soft news. Movies, Academy Awards,
4.1	Sports
5.0	Science stories NEC
5.1	Natural Science (chemistry, physics, biology, geology, etc.)
5.2	The Environment
5.3	Social Science (psychology, sociology)
5.4	History (world and US.)
6.0	Teens NEC
6.1	Teen opportunities: summer jobs; jobs or schooling after high school
6.2	Teens making a difference in their world. Individuals can overcome adversity; be tolerant of those limitations.
6.3	Stay in school
6.4	Stay off drugs
7.0	Other news events not falling under one of the above themes.
7.1	Bookends
8.0	Commercials: about. Stories that talk about advertising and how it works
8.1	Commercials: message to stay in school
8.2	Commercials: message to stay off drugs/alcohol
9.0	Commercials for products

Key Word - a term or phrase that *briefly* summarizes the content of the segment. For advertisements, the name of the sponsor is the key word. Examples include "gulf crisis," "USSR changes," and "Burger King." Because this is used to sort stories of similar topic, make main topic first ("USSR") and subtopic second ("changes"). This assures that all "1.0" stories on USSR will be grouped together. when a sort is made by theme & key word.

Vocabulary - any terms that are introduced on the screen with text.

Teen Perspective - "y" = yes, this adult news story has a teen slant on it. Example, the story about the falling of the Berlin Wall includes an interview with teens in West and East Berlin about the significance of the Wall coming down.

BEST COPY AVAILABLE

TABLE A2. YEAR 2 CURRENT EVENTS TEST RESULTS

JANUARY 1992 CURRENT EVENTS TEST

	High School					**Middle School**		
PAIR # LOCATION COMMUNITY	PAIR 1 MICHIGAN SM TOWN	PAIR 2 NEW YORK URBAN DISADV	PAIR 3 INDIANA URBAN ADV	PAIR 4 MICHIGAN URBAN DISADV	**AVERAGE HIGH SCHOOL**	PAIR 6 OREGON MEDIUM CITY	PAIR 7 S. CAROLINA EXT RURAL	**AVERAGE MIDDLE SCHOOL**
μ	16.53	16.19	15.90	15.32	**15.99**	12.04	9.87	**10.96**
%	57.00%	55.83%	54.83%	52.83%	**55.12%**	41.52%	34.03%	**37.78%**
σ	7.04	5.06	6.13	6.42	**6.16**	4.97	4.40	**4.69**
n	314	547	534	447	**1842**	198	321	**519**
VIEW/ NO-VIEW DIFFERENCE	0.66	0.44	1.63	1.66	**1.10**	0.13	0.87	**0.50**
DIFF IN %	2.28%	1.52%	5.62%	5.72%	**3.78%**	0.45%	3.00%	**1.72%**
SIG	ns	ns	***	**		ns	ns	
DIFF IN SD UNITS	0.09	0.09	0.27	0.26	**0.18**	0.03	0.20	**0.11**

MAY 1992 CURRENT EVENTS TEST

	High School					**Middle School**		
PAIR # LOCATION COMMUNITY	PAIR 1 MICHIGAN SM TOWN	PAIR 2 FLORIDA MEDIUM CITY	PAIR 3 PENNSYLVANIA URBAN	PAIR 4 COLORADO URBAN ADV	**AVERAGE HIGH SCHOOL**	PAIR 5 TENNESSEE EXT RURAL	PAIR 6 TENNESSEE URBAN	**AVERAGE MIDDLE SCHOOL**
μ	15.77	15.56	15.92	16.13	**15.85**	12.27	9.61	**10.94**
%	52.57%	51.87%	53.07%	53.77%	**52.82%**	40.90%	32.03%	**36.47%**
σ	5.28	4.97	4.99	5.46	**5.14**	4.96	4.12	**4.54**
n	271	333	492	385	**1481**	223	353	**576**
VIEW/ NO-VIEW DIFFERENCE	0.69	1.53	1.12	0.15	**0.91**	0.72	1.08	**0.90**
DIFF IN %	2.30%	5.10%	3.73%	0.50%	**3.02%**	2.40%	3.60%	**3.00%**
SIG	ns	**	**	ns		ns	*	
DIFF IN SD UNITS	0.13	0.31	0.22	0.03	**0.18**	0.15	0.26	**0.20**

NOTE: Current events test for January was comprised of 29 items (multiple-choice and true/false) covering major hard news stories of the preceding 4 months. May test had 30 items. Items tested knowledge of news stories that were covered on Channel One but were also covered in other national news media. Average View/No-View difference scores are adjusted to take account of minor imbalances in gender and ability of students
**p<.01; ***p<.001

TABLE A3. CURRENT EVENTS TEST SCORES FOR EXEMPLARY HIGH SCHOOL PAIRS (DETAILED VERSION OF TABLE 6.2A)

FEBRUARY 1993 CURRENT EVENTS TEST

	PAIR 1 KANSAS RURAL	PAIR 2 MONTANA SMALL TOWN	PAIR 3 MISSOURI URBAN ADVANTAGED	**POOLED HIGH SCHOOL SCORES**
NO. OF ITEMS IN TEST	42	42	42	
MEAN	28.62	31.02	29.92	29.83
PCT.	68.14%	73.86%	71.24%	71.02%
S.D.	5.11	4.63	5.07	4.94
NO. OF STUDENTS	356	319	575	1250
VIEW/ NO-VIEW DIFFERENCE	3.08	1.72	1.26	2.02
DIFF IN %	7.33%	4.10%	3.00%	**4.81%**
SIG.	***	***	***	*******
DIFF IN SD UNITS (ES)	0.60	0.37	0.25	**0.41**

MAY 1993 CURRENT EVENTS TEST

	FORM A	*FORM B*	*FORM A*	*FORM B*	*FORM A*	*FORM B*	*FORM A*	*FORM B*
NO. OF ITEMS IN TEST	28	20	28	20	28	20	28	20
MEAN	19.72	13.07	21.12	14.43	19.98	13.16	20.27	13.55
PCT.	70.43%	65.35%	75.43%	72.15%	71.36%	65.80%	72.40%	67.77%
S.D.	3.99	3.23	3.65	3.06	3.79	3.04	3.81	3.11
NO. OF STUDENTS	140	165	157	150	272	267	569	582
VIEW/ NO-VIEW DIFFERENCE	3.40	2.13	1.74	1.32	-0.47	1.00	1.56	1.48
DIFF IN %	12.14%	10.65%	6.21%	6.60%	-1.68%	5.00%	**4.17%**	**5.56%**
SIG.	***	***	***	***	*	***	*******	*******
DIFF IN SD UNITS (ES)	0.85	0.66	0.48	0.43	-0.12	0.33	**0.40**	**0.47**

NOTE: Test scores were adjusted to take account of minor imbalances in gender and ability of students. *p<.05; ***p<.001.

TABLE A4. CURRENT EVENTS TEST SCORES FOR EXEMPLARY MIDDLE SCHOOL PAIRS (DETAILED VERSION OF TABLE 6.2B)

FEBRUARY 1993 CURRENT EVENTS TEST

	Pair 4 Pennsylvania Urban Disadvantaged	Pair 5 New Jersey Urban Advantaged	Pooled Middle School Scores
No. of items in test	42	42	
Mean	25.72	29.88	27.99
Pct.	61.24%	71.14%	66.65%
S.D.	5.98	5.05	5.52
No. of students.	334	355	689
View/ No-View Difference	2.38	5.49	3.94
Diff in %	5.67%	13.07%	**9.37%**
Sig.	***	***	*******
Diff in SD units (ES)	0.40	1.09	**0.74**

MAY 1993 CURRENT EVENTS TEST

	Form A	Form B	Form A	Form B	Form A	Form B
No. of items in test	28	20	28	20	28	20
Mean	18.01	10.89	20.17	12.94	19.09	11.92
Pct.	64.32%	54.45%	72.04%	64.70%	68.18%	59.58%
S.D.	4.14	3.80	4.10	3.30	4.12	3.55
No. of students.	166	175	169	178	168	177
View/ No-View Difference	1.34	0.97	3.32	1.58	2.33	1.28
Diff in %	4.79%	4.85%	11.86%	7.90%	**8.32%**	**6.38%**
Sig.	***	***	***	***	*******	*******
Diff in SD units (ES)	0.32	0.26	0.81	0.48	**0.57**	**0.37**

NOTE: Test scores are adjusted to take account of minor imbalances in gender and ability of students.
***p<.001.

B. SAMPLING AND FIELD PROCEDURES, TEACHER/PRINCIPAL STUDY

Sampling Procedures

The population for this study includes teachers employed by schools subscribing to the Whittle Education Network. The Sampling Section of the Survey Research Center at the Institute for Social Research was charged with selecting a sample of Channel One schools designed to effect adequate representation of specific demographic subgroups. Defining eligibility of sample elements (teachers) within selected schools was left to the study staff. The sampling frame consists of 10,355 school records received from Whittle Data Processing. The frame includes all US schools subscribing to the Channel One service at the time of receipt (November 1992).

Subgroups of primary importance include large public high schools, public/private status, geographic region and county population- urbanicity. Grade span code and student enrollment were assigned secondary importance. Upon reviewing population distributions of the above variables, it was decided that an equal probability sample of 100 schools would yield, in expectation, the desired subgroup sample sizes. To effect control on relevant subgroups, the frame was sorted by the following hierarchical stratification scheme:

1. large public high school vs. other (2 levels)
2. public vs. non-public school (2)
3. geographic region (4)
4. county size-urbanicity (4)
5. school grade span code (32) ordered by frequency within cell
6. student enrollment (continuous)

Tables 1 and 2 illustrate sample and population proportions for the stratification variables.

TABLE 1
UNIVARIATE SAMPLE AND POPULATION PROPORTIONS

	Sample	Population
1. Large Public HS	.110	.107
2. Public Schools	.910	.907
3. Region:		
Northeast	.140	.137
Southeast	.370	.359
Central	.270	.277
West	.220	.227
4. County Size:		
Top 25	.210	.207
over 150K	.520	.525
40K-150K	.130	.134
under 40K	.140	.134
5. Grade Span:		
10-12	.060	.051
9-12	.370	.362
8 only	.010	.001
8-12	.030	.017
7- 8	.060	.077
7- 9	.070	.064
7-12	.090	.099
6 only	.040	.021
6- 7	.010	.009
6- 8	.240	.234
6-12	.020	.037
all others	.000	.029

TABLE 2A
SAMPLE AND (POPULATION) PROPORTIONS
COUNTY SIZE BY REGION

	Northeast	Southeast	Central	West
Top 25	.080	.020	.060	.050
	(.080)	(.014)	(.060)	(.052)
Over 150K	.050	.220	.140	.110
	(.042)	(.219)	(.153)	(.110)
40K-150K	.010	.050	.040	.030
	(.013)	(.056)	(.030)	(.035)
Under 40K	.000	.080	.030	.030
	(.014)	(.070)	(.034)	(.029)

TABLE 2B
SAMPLE AND (POPULATION) PROPORTIONS
MAJOR GRADE SPANS BY REGION

	Northeast	Southeast	Central	West
9-12	.040	.130	.110	.090
	(.058)	(.107)	(.116)	(.082)
6-8	.040	.080	.070	.050
	(.034)	(.074)	(.062)	(.064)

Subgroup sample sizes are extremely sensitive to school level nonresponse, therefore a sample replacement scheme was designed to increase the case count without compromising representativeness. The school records immediately preceding and following selected cases on the stratified frame were flagged and randomly designated as primary and secondary replacements for the adjacent original selection. Hence, the sample data set contains 300 records, each with a unique four digit sample identification number.

The sample design yields an equal probability sample of Channel One school subscribers. An equal probability sample of teachers is also achieved using a constant selection rate (in this case 1.0) within each sample school. To this end, compensatory weighting to adjust for unequal selection probabilities is unnecessary.

Field Procedures

The first communication to selected schools about the survey was a letter sent in late March 1993 to the building principals, advising them of the school's selection and asking if our information regarding principal name, school address and number of teachers was correct.

Packets were sent to each of the 100 principals on April 7, 1993. Included in the packet were a cover letter, a principal questionnaire and enough copies of the teacher survey so that all teachers—not just those who watched Channel One—could receive one. A follow-up reminder was mailed to all principals on April 23. Phone calls were made between April 29 and May 5 to principals in schools where no teachers had returned a questionnaire, or where the principals had not returned their own survey.

On May 7, 1993, 26 schools were selected from the backup sample to augment the teacher sample in schools with less than a 20 percent response rate from teachers. For example, if school 13 in the original sample had a response rate of 6 percent as of May 7, school 113 was added to the sample. School 13 and 113 had identical sampling characteristics. The same communication process was used with the new schools as with the original schools: first, a letter was sent to the principal, followed by the principal and teacher surveys. A follow-up reminder was mailed to those schools on May 19.

C. NEWS ABSTRACTS FOR CHAPTER 5

Below are detailed summaries of the Channel One news programming during the three test weeks discussed in Chapter 5.

January 11-14, 1993: Iraq invades Kuwait and a series on alcoholism

1. Iraqis crossed border into Kuwait 4 times. Grabbed weapons left behind after war, & brought them back to Iraq. USS Kitty Hawk still present in Persian Gulf. Iraqi missiles not allowed in northern or southern parts of Iraq, called No-fly zones. American war planes blast missile sights in Iraq, Hussein responds by declaring a holy war. 1,000 US troops heading to Kuwait. This is UN operation. Bush ordered attack on Iraq yesterday because this was all a clear violation of UN rules agreed to by Saddam. Only one of four targeted Iraqi missile sites were hit. Pentagon calling mission a success even though some of targets weren't destroyed.

2. News of possible peace being drowned out by sounds of gun fire in Somalia. All 14 of Somalia's major warlords finally agreed to cease-fire. A US soldier was killed in a shootout with Somali gunmen, first since humanitarian effort last month.

3. It's only the second time in history doctors have given patient new liver - from a baboon. First patient died after 70 days. Took doctors 13 hours to transfer baboon's liver into 62 yr. old man who was dying of Hepatitis-B, baboon liver is said to be immune to it. Patient was in critical but improving condition. Some animal rights groups not happy with the transplant.

4. Texas billionaire Ross Perot is back. He's decided to run a national political watchdog group. Group to keep close eye on federal deficit. .

5. Off coast of Shetland Islands, Scotland, giant oil tanker in pieces. Rest of huge oil cargo in sea, carrying nearly 25 million gallons of oil. Aircraft have been spraying chemicals to break up the oil. So far, weather has done job. Spill already killed hundreds of animals.

6. Today would be Martin Luther King Jr.'s 64th birthday. In the 1960s racial discrimination was everywhere. Everything & place was color segregated, when blacks tried to fight for civil rights, police turned dogs & water hoses on them. Dr. King dedicated his life to helping end racial hatred. Demanded his followers not use violence, even when they were attacked. Won Nobel Peace Prize. In 1963, made a speech at March on Washington that has gone down in history. On April 4, 1968 MLK Jr. assassinated. In January, 1993, for first time, all 50 states will observe King holidays.

February 8-11: Attorney General and a series on the Federal Reserve

1. "Nannygate:" The search for America's next Attorney General has turned into a political embarrassment for the Clinton administration. For the second time in two weeks, a woman in line for the job has withdrawn. Judge Kimba Wood has given up her chance to be the nation's top law officer. Both Wood and Zoe Baird broke the law by knowingly hiring illegal immigrants to care for their children. The Immigration Reform and Control Act of 1986 forbade the hiring of illegal immigrants while granting amnesty to those living in the US prior to 1982. Baird knowingly broke the first part of this law. Technically, Wood didn't break the law; she hired her babysitter before the law went into effect but appearances count when you are up for a top national legal position. Clinton now has to name another candidate. Possibility is 54-year-old Janet Reno, Prosecutor for Dade County, Florida. Reno has no children and has held her position for 15 years, working on targeting police officers, judges, and public officials in corruption cases.

Some women's groups say a double standard was employed by picking on female candidates while letting male candidates through more easily. Were Baird & Wood judged differently because they were women? Attorney Gloria Allred, specialist in women's issues, said that Baird was asked questions male candidates weren't. She points to Ron Brown, Secretary of Commerce, who did not pay full taxes on his property until after a scandal arose. Brown is allowed to stay in office, while Baird has withdrawn her candidacy. Others call this politics, not double standards. Question: How many illegal immigrants live in the US (more than 6 million)?

2. Clinton signed Family Leave bill. Gives employees up to 12 weeks of unpaid leave for childbirth, family illness, and family emergencies, and will guarantee them jobs on their return. The bill doesn't apply to companies with fewer than 50 employees. It will go into effect in six months.

3. Dr. Jack Kevorkian, the Michigan man called Dr. Death, helps people commit suicide. Should doctor-assisted suicide be legalized? Kevorkian was acquitted for murder because doctor-assisted suicide is not illegal in Michigan. Since then he has assisted in ten more suicides. Oakland County's Assistant Prosecuting Attorney, Lawrence Bunting, has been trying to put Kevorkian in jail. Kevorkian's attorney, Michael Schwartz, says it's not right for people to be forced to suffer—they should have a choice to live or die.

4. General Motors and NBC are fighting over their reputations. NBC claims that GM trucks made between 1973 and 1987 can become death traps because of design flaw: fuel tanks are located on the side of trucks, outside the frame. Critics claim that if these trucks are hit in the side, there is no steel frame to protect it from exploding. They want a recall of all 4.7 million trucks sold. GM filed a lawsuit, claiming that Dateline's investigators doctored a GM truck so it would burst into flames during a simulated crash. At first, NBC denied these allegations, but later admitted that rockets inserted into a truck were used to trigger the explosion used in their report. The president of NBC News said "The sparking device was intended to simulate sparks which could occur in a collision." GM claims NBC was not truthful. NBC later admitted mistake. Jane Pauley made an on-air apology during Dateline. After apology, GM dropped law suit. Previously, GM was found liable for the death of a 17-year-old in a similar truck accident, and awarded the victim's parents $105 million. GM will not recall trucks voluntarily unless the government forces a recall, and it has not.

5. Racism, tortures and mass murder are plaguing Bosnia-Herzegovina, one of the most dangerous spots on earth. The brutal civil war began about 11 months ago, a fight between Croats and Muslims for the control of land and independence. Serbs are blamed for the worst violence, and for taking over 70% of Bosnia. If the war continues, fighting may spread to other parts of Europe. Clinton says it is time for the US to step in and work with the UN to end fighting and keep peace. He proposed the use of US troops as a peace-keeping force until all sides agree to sign a peace treaty. Also, a tighter trade embargo against Serbs, stricter enforcement of the no-fly zone, and a stepped up humanitarian relief for war victims. If American troops enter, they will be part of a bigger UN force. Joe Poyer, military expert, says this could lead to an all-out war.

6. The Federal Reserve is one of most important and complicated parts of government. The dollar bill is worth only about 4 cents, its value really based on the trust that the federal government stands behind it. In the early 1900s the dollar was as good as gold. In 1919 Congress created the Federal Reserve, the government bank, to control the country's money. It has three main functions: controls how much money is in circulation, supervises banks to insure that your money is there when you need it, and sets the discount rate charged to commercial banks to borrow money. The Federal Reserve keeps prices down and determines interest rates. Alan Greenspan is chairman, appointed for a 4-year term. Considered by many to be the second most powerful man in free world. Supported by a 7-member board of governors appointed by the President for a term of 14 years. Inflation is when prices rise over a period of time because there's too much money in circulation and is the Fed's #1 enemy. In 1970s, a time of high inflation, prices were rising at almost 14% a year. Made worse by the rise in oil prices. Standard of living was falling as cost of living rose. How does the Federal Reserve control inflation? By taking money out of circulation. In period of inflation the Federal Reserve limits amount of money banks can lend. Banks increase the interest rates on loans. Higher prices discourage people from buying. Less spending means less money in circulation. Less spending over an extended period of time is called a recession. To combat a recession, the Federal Reserve puts more money into circulation. Some say that the Federal Reserve made the Great Depression of 1930s worse by keeping new money out of the system. Unlikely Clinton will be able to fix economy without support of Alan Greenspan. Q: What is the discount rate set at today? (Current rate is 3.0%. Hasn't changed in almost 30 years.) By satellite, Mr. Robert Solomon, a senior advisor for the Federal Reserve: Our economy is in a period of slow recovery from a recession. Output is going up but has not yet led to an increase in employment. The Federal Reserve is a scapegoat for when things go wrong. Most important mission is keeping economy growing without inflation. Q: The President of the US directly controls which of the following: A. Money supply, B. Interest rates, C. National banking system, D. All of the above, E. None of the above. (Ans.: E. President doesn't directly control money

supply, interest rates, or national banking system. The Federal Reserve is the government agency with the most direct control of these things.)

7. Clinton wants to change the White House's way of dealing with environmental issues. Creating a new office called the White House Office of Environmental Policy. Also wants to make the Environmental Protection Agency the 13th Cabinet department. This could mean more power to enforce rules that protect the environment but requires the approval of Congress .

March 1-4—Bosnia, World Trade Center, and a series on changes in the former Soviet Union

1. Bombing in World Trade Center in NYC. Explosion on 2nd level of parking underneath World Trade Center's buildings, ripping through 4 layers of concrete. 5 dead, more than 1000 injured. Much damage to building. Evacuation took all day & 1/2 night. Building closed, so 60,000 workers from 900 businesses cannot go into offices. Gov. Cuomo struggling to find office space. Center closed for at least a week, major blow to economy. Police found chain of evidence leading directly from Mohammed Salama, 26, part of Muslim extremist group, to bombing

2. Major superpower just fell apart - Crumbling Empire. Fall of Soviet Communism, & new era of freedom good news for everyone, but freedom came with high price. USSR now 15 new countries. Different people of different ethnic groups fighting bloody wars, especially in Georgia. 4 countries have nuclear weapons: Belarus, Kazahkstan, Ukraine, & Russia. In Ukraine hundreds of nuclear weapons pointed at US. Ukraine will hold on to weapons until it gets some kind of security. Still no proof that fall of Communism is better for former USSR.

3. Help is on way for thousands battling war, winter, & starvation in Bosnia. American planes making 2nd effort to drop relief supplies. First effort may have fallen short. Badly needed food had fallen into hands of rival troops. Best way to drop supplies is low at 4,000 ft., but would put planes in range of fire, so had to drop supplies from much higher, sometimes above 10,000 ft. Only 1/3 of food reached target area because of wind. Air drops most direct US involvement in Bosnia so far.

4. Bloody standoff between religious cult & federal agents in Waco, Texas. Sunday, 100 federal agents stormed cult headquarters, trying to arrest leader of cult on weapons charges. After 45 minutes battle, 4 agents & 2 cult members lay dead. David Koresh, cult's leader believes he is Jesus Christ. A cult is authoritarian group, closed system, where info. is fed to members by leaders of group without any info. from outside. Many cults claim to be built on traditional religious principal. 5 things define a cult: charismatic leader, authoritarian gov't, control of info., Us vs. Them mentality, cause of physical & emotional harm to members. Young people especially targeted because idealistic & often rebellious. Experts say there are at least 2500 cults operating in US.

5. Clinton on campaign trail again campaigning for National Service Project. Idea to help students pay for college in exchange for public service. National Service Project would make more jobs available. In 1993 there were 1000 jobs available. In 1994, that could grow to 25,000, & in 1997, it could be more than 100,000. Students could work first, then go to college, make minimum wage for public service, then granted 2 years worth of college loans. Another option would be to go to college right away, & when you graduate you work to pay back college loan.

6. Terrorism is a mode of warfare, but carried out by smaller groups of people who want to scare larger groups. Bombing affects many more than actual crime. Doing it for cause in many cases. Historically terrorism does not work.

D. QUESTIONNAIRES

On the following pages are six questionnaires used in the 1992-1993 studies of student learning.

Tests of Short Term Learning

January 11-14, 1993
February 8-11 1993
March 1-4, 1993

Teacher Questionnaire Used to Identify Exemplary Schools

In the Fall of 1992, using criteria provided by the ISR/Interwest research staff, Whittle Communications nominated 28 schools as possible exemplary schools. This questionnaire was sent to all of the schools to be filled out by all of the teachers in the school. Results for each school were tabulated and selection of the six schools for the study were made from the schools that rated highest on these dimensions.

February 1993 Current Events Student Survey

May 1993 Current Events Student Survey

Copyright 1993. All rights reserved.

JANUARY 1993 CURRENT EVENTS SURVEY

NOTE TO STUDENTS: Every few months, researchers in Oregon and Michigan survey students in a small number of schools to learn what they know about current events. Don't worry if you haven't studied this topic in school. You may have learned about some of these things by reading the newspaper or watching news on TV. Just by answering the questions as best you can, you'll be helping in a very important research study.

1. Questions About You

So that we can describe the total group of students who are participating in this research study, we need some information about you. Please answer each of the following questions by circling the correct letter.

1. What grade are you in this year?

   A. 9 B. 10 C. 11 D. 12 E. Other

2. Which are you?

   A. Male B. Female

3. What is your primary racial/ethnic group?

   A. African American B. Asian or Pacific Islander C. Caucasian D. Hispanic E. Other

4. What was your AVERAGE grade for all courses last school year?

   A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

5. In the year after you graduate from high school, how will you probably spend MOST of your time?

   A. Take courses in a 4-year college
   B. Take courses in a 2-year or community college, trade or business school
   C. Work full time
   D. Regular military service
   E. Other (travel, take a break, be a full time homemaker, have no plans)

2. Some General Information

For questions 6 through 13, circle the A, B, C, D or E to show what's true for you. There are no right or wrong answers, only what's true for you.

	Not at all true of me	Slightly true of me	Somewhat true of me	Pretty true of me	Very true of me
6. I read about or watch the news only if I am going to be tested on it.	A	B	C	D	E
7. It's fun to figure out why things (wars, elections, protests, and other events) are happening around the world.	A	B	C	D	E
8. I try to learn more about things I hear about in the news.	A	B	C	D	E
9. When I'm watching or reading the news I try to figure out why things are happening.	A	B	C	D	E
10. Listening to the news is boring.	A	B	C	D	E
11. When I listen to or watch the news, I take the time to figure out what's important.	A	B	C	D	E
12. I read about or watch the news only when a teacher requires it.	A	B	C	D	E
13. I pay attention to stories about Israel and the Middle East.	A	B	C	D	E

3. Current Events Questions

Listed below are some statements about things that have been in the news recently. For each statement that's true, circle the word "True" next to the item. Circle the word "False" next to each of the statements that is false.

True False 14. Soldiers from Iraq invaded Israel earlier this week and occupied a small area of Palestine.

True False 15. Saddam Hussein is the president of Iraq.

(Continued, over)

BEST COPY AVAILABLE

True False 16. This week's Iraqi invasion was mostly to win back territory taken from it when it lost the Gulf War.

True False 17. After this latest invasion, the United Nations condemned Iraq's actions but did not vote that the U.S. and other countries should attack Iraq as soon as possible.

True False 18. President Bush has supported using force against Iraq if it's necessary to make the country follow United Nations' conditions, and President-elect Clinton generally supports Bush on this matter.

True False 19. The "no-fly" zones recently in the news are areas in Kuwait where no one can travel by air because all the airfields were destroyed during the Gulf War.

True False 20. The Kurds are a group of people in Northern Iraq who oppose the Iraqi government and who were being killed by Iraqis until the U.S. and other countries decided to help protect them.

True False 21. Even though Iraq lost the Gulf War, Iraqis have seen their standard of living increase in the past year.

True False 22. Recent presidential candidate Ross Perot is starting a "watchdog" group to keep an eye on the federal government; Perot is particularly worried that the government won't pay enough attention to the federal deficit.

True False 23. Late night television host David Letterman announced that he's been happy doing his show at NBC and wouldn't consider moving to another network.

True False 24. Many recent problems in Somalia were caused by fighting between different "clans" of armed bandits and gunmen.

True False 25. The U.S. Marines in Somalia haven't yet succeeded in stopping the shooting throughout the country.

True False 26. The U.N. has ordered that troops in Somalia can seize only weapons people are carrying or have in their cars.

True False 27. So far, there haven't been any deaths or serious injuries among the U.S. Marines in Somalia.

True False 28. The shaded area on the map at the right shows the country of Somalia

We'd also like to learn how much teenagers know about alcoholism . . .

True False 29. Researchers have found that most parents who are alcoholics drink too much because they can't cope with problems caused by their children.

True False 30. In families with an alcoholic parent, lots of stress is caused by constantly discussing the parent's drinking.

True False 31. Teenagers who DON'T get drunk easily are more likely to become alcoholics than those who do.

4. The Role of Channel One

32. Which of the four Channel One programs did you see this week? (Circle all letters that apply.)

A. Monday B. Tuesday C. Wednesday D. Thursday

33. How much attention did you pay to this week's Channel One programming? (Circle one letter.)

A. A lot; I thought almost all of it was interesting.
B. Some; I thought much of it was interesting.
C. A little; there were a few things I thought were interesting.
D. Not much; I didn't think any of it was very interesting.

34. In answering the questions in the last section, how helpful was watching this week's Channel One programs? (Circle one letter.)

A. It didn't help much; I don't think it taught me much I didn't already know.
B. It helped a little; I learned a few things I didn't already know.
C. It helped some; I learned several things I didn't already know.
D. It helped a lot; I learned many things I didn't already know.

THANK YOU FOR YOUR HELP!

This information will help in a very important research study.

Form RRS-1, 1/93

Copyright 1993. All rights reserved.

FEBRUARY 1993 CURRENT EVENTS SURVEY

NOTE TO STUDENTS: Every month or so, researchers in Oregon and Michigan survey students in a small number of schools to learn what they know about current events. Don't worry if you haven't studied this topic in school. You may have learned about some of these things by reading the newspaper or watching news on TV. Just by answering the questions as best you can, you'll be helping in a very important research study.

1. Questions About You

So that we can describe the total group of students who are participating in this research study, we need some information about you. Please answer each of the following questions by circling the correct letter.

1. What grade are you in this year?

   A. 9 B. 10 C. 11 D. 12 E. Other

2. Which are you?

   A. Male B. Female

3. What is your primary racial/ethnic group?

   A. African American B. Asian or Pacific Islander C. Caucasian D. Hispanic E. Other

4. What was your AVERAGE grade for all courses last school year?

   A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

5. In the year after you graduate from high school, how will you probably spend MOST of your time?

   A. Take courses in a 4-year college
   B. Take courses in a 2-year or community college, trade or business school
   C. Work full time
   D. Regular military service
   E. Other (travel, take a break, be a full time homemaker, have no plans)

2. Some General Information

For questions 6 through 13, circle the A, B, C, D or E to show what's true for you. There are no right or wrong answers, only what's true for you.

	Not at all true of me	Slightly true of me	Somewhat true of me	Pretty true of me	Very true of me
6. I read about or watch the news only if I am going to be tested on it.	A	B	C	D	E
7. It's fun to figure out why things (wars, elections, protests, and other events) are happening around the world.	A	B	C	D	E
8. I try to learn more about things I hear about in the news.	A	B	C	D	E
9. When I'm watching or reading the news I try to figure out why things are happening.	A	B	C	D	E
10. Listening to the news is boring.	A	B	C	D	E
11. When I listen to or watch the news, I take the time to figure out what's important.	A	B	C	D	E
12. I read about or watch the news only when a teacher requires it.	A	B	C	D	E
13. I pay attention to stories about politics and government when I hear them.	A	B	C	D	E

3. Current Events Questions

Listed below are some statements about things that have been in the news recently. For each statement that's true, circle the word "True" next to the item. Circle the word "False" next to each of the statements that is false.

True False 14. Bill Clinton completed selecting people for his Cabinet even before he was inaugurated.

True False 15. Kimba Wood decided not to try to be U.S. Attorney General because she had been convicted of a serious crime.

(Continued, over)

True False 16. A 1986 law lets U.S. companies hire illegal aliens, provided they pay Social Security and other tax obligations.

True False 17. The Clinton administration has already selected a Cabinet member—Commerce Secretary Ron Brown—who hired an illegal alien and did not pay taxes on the money they were paid.

True False 18. Doctor-assisted suicides are against the law in every part of the country.

True False 19. Dr. Jack Kevorkian was the first U.S. doctor convicted of murdering a patient by helping with a suicide.

True False 20. General Motors admits that some of its pickup trucks are more likely to catch fire in accidents than pickups from other manufacturers and is now recalling all of them for repairs.

True False 21. A family whose son died in a GM pickup accident tried to sue General Motors for $105 million but lost the case.

True False 22. One way in which President Clinton wants to show his support for improving the environment is by making the head of the Environmental Protection Agency a member of the Cabinet.

True False 23. The Family Leave law recently signed by President Clinton lets many workers have up to 12 weeks off for family emergencies, illnesses and childbirth, although workers don't get a paycheck while on leave.

True False 24. For every U.S. dollar in circulation, there has to be a dollar's worth of gold stored in Federal Reserve Banks.

True False 25. Serious inflation usually happens when the total amount of money in circulation drops too low.

True False 26. One major role of the Federal Reserve System is to loan money to banks, which they in turn lend to consumers and businesses.

True False 27. Alan Greenspan is the head of the United States Federal Reserve System.

True False 28. The current discount rate is about 7%, about average for the past few decades.

True False 29. Inflation is when the price of things we buy go UP over a period of time.

We'd also like to know your personal opinion about these three questions . . .

30. Is it acceptable to have doctors assist sick patients who want to die to commit suicide?

A. It's definitely OK B. It's probably OK C. I'm not sure D. It's probably wrong E. It's definitely wrong

31. How much impact do you think the U.S. Federal Reserve System has on the price of things you buy?

A. A great deal B. Some C. Not very much D. None

32. How much impact do you think the President of the United States has on the price of things you buy?

A. A great deal B. Some C. Not very much D. None

4. The Role of Channel One

33. Which of the four Channel One programs did you see this week? (Circle ALL letters that apply.)

A. Monday B. Tuesday C. Wednesday D. Thursday

34. How much attention did you pay to this week's Channel One programming? (Circle one letter.)

A. A lot; I thought almost all of it was interesting.
B. Some; I thought much of it was interesting.
C. A little; there were a few things I thought were interesting.
D. Not much; I didn't think any of it was very interesting.

35. In answering the questions in the last section, how helpful was watching this week's Channel One programs? (Circle one letter.)

A. It didn't help much; I don't think it taught me much I didn't already know.
B. It helped a little; I learned a few things I didn't already know.
C. It helped some; I learned several things I didn't already know.
D. It helped a lot; I learned many things I didn't already know.

THANK YOU FOR YOUR HELP!

This information will help in a very important research study.

Copyright 1993. All rights reserved.

MARCH 1993 CURRENT EVENTS SURVEY

NOTE TO STUDENTS: Every month or so, researchers in Oregon and Michigan survey students in a small number of schools to learn what they know about current events. Don't worry if you haven't studied this topic in school. You may have learned about some of these things by reading the newspaper or watching news on TV. Just by answering the questions as best you can, you'll be helping in a very important research study.

1. Questions About You

So that we can describe the total group of students who are participating in this research study, we need some information about you. Please answer each of the following questions by circling the correct letter.

1. What grade are you in this year?

   A. 9 B. 10 C. 11 D. 12 E. Other

2. Which are you?

   A. Male B. Female

3. What is your primary racial/ethnic group?

   A. African American B. Asian or Pacific Islander C. Caucasian D. Hispanic E. Other

4. What was your AVERAGE grade for all courses last school year?

   A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

5. In the year after you graduate from high school, how will you probably spend MOST of your time?

   A. Take courses in a 4-year college
   B. Take courses in a 2-year or community college, trade or business school
   C. Work full time
   D. Regular military service
   E. Other (travel, take a break, be a full time homemaker, have no plans)

2. Some General Information

For questions 6 through 13, circle the A, B, C, D or E to show what's true for you. There are no right or wrong answers, only what's true for you.

	Not at all true of me	Slightly true of me	Somewhat true of me	Pretty true of me	Very true of me
6. I read about or watch the news only if I am going to be tested on it.	A	B	C	D	E
7. It's fun to figure out why things (wars, elections, protests, and other events) are happening around the world.	A	B	C	D	E
8. I try to learn more about things I hear about in the news.	A	B	C	D	E
9. When I'm watching or reading the news I try to figure out why things are happening.	A	B	C	D	E
10. I think listening to the news is boring.	A	B	C	D	E
11. When I listen to or watch the news, I take the time to figure out what's important.	A	B	C	D	E
12. I read about or watch the news only when a teacher requires it.	A	B	C	D	E
13. I pay attention when I hear stories about changes in the world's governments.	A	B	C	D	E

3. Current Events Questions

Listed below are some statements about things that have been in the news recently. For each statement that's true, circle the word "True" next to the item. Circle the word "False" next to each of the statements that is false.

True False 14. The Union of Soviet Socialist Republics (USSR) still exists, although it has only six republics now.

True False 15. Georgia and Russia used to be part of the USSR, but now they are separate nations.

(Continued, over)

True False 16. There's a lot of fighting in the former Soviet Union, most of it between people who like their new freedom and those who want to see the old form of government put back in place.

True False 17. While many parts of the former Soviet Union are having economic problems, Georgia and the Ukraine are doing very well with their new free-market economy; most people there have good jobs and good places to live.

True False 18. Differences between ethnic groups weren't much of an issue in the USSR because the strong central government kept them quiet, but now some of these ethnic groups are ready to fight for their independence.

True False 19. There's a lot less crime, corruption and hardship throughout the former Soviet Union now that strong democratic governments have replaced the dishonest Communist government.

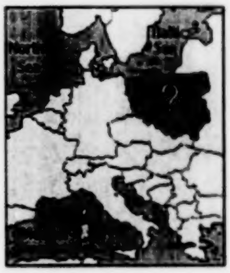
True False 20. A treaty which Russia and the U.S. recently signed will result in all the nuclear weapons that the former Soviet Union had being destroyed within the next year.

True False 21. The purchasing power of most Russian workers has dropped over the past year; prices have gone up a lot and many people have trouble buying the things they need.

True False 22. Officials now know that a bomb caused the World Trade Center explosion, but they don't know who planted it.

True False 23. President Clinton announced a program that would make loans for college widely available to students who were willing to perform a year or two of public service.

True False 24. The shaded area on this map shows the country of Bosnia-Herzegovina.



True False 25. Aircraft from over a dozen countries are now dropping food and medicine by parachute to people in Bosnia-Herzegovina.

True False 26. Bosnia-Herzegovina is in the news because it is the only country in Europe trying to re-establish a Communist government after creating a democracy.

True False 27. Muslims and Croats have nearly complete control of Bosnia-Herzegovina and have widely persecuted the Serbs remaining in the country.

True False 28. Recent shootings in Waco, Texas were the result of law enforcement agents trying to arrest the leader of a religious cult who believes he is Jesus Christ.

We'd also like to know your answers to these three questions . . .

29. If a typical adult in Russia worked for a year and then brought all her earnings in rubles to the United States, about how many U.S. dollars would she get when she changed the rubles into dollars?

A. $30 B. $300 C. $3,000 D. $30,000

30. How serious are the problems of the people in the former Soviet Union?

A. Not too serious B. Pretty serious C. Extremely serious D. I don't know enough to say.

31. Do you think the world is a safer place since the end of the Communist government in the former Soviet Union?

A. It's definitely safer. B. It's about the same. C. It's definitely less safe. D. I don't know enough to say.

4. The Role of Channel One

32. Which of the four Channel One programs did you see this week? (Circle ALL letters that apply.)

A. Monday B. Tuesday C. Wednesday D. Thursday

33. How much attention did you pay to this week's Channel One programming? (Circle one letter.)

A. A lot; I thought almost all of it was interesting.
B. Some; I thought much of it was interesting.
C. A little; there were a few things I thought were interesting.
D. Not much; I didn't think any of it was very interesting.

34. In answering the questions above, how helpful was watching this week's Channel One programs? (Circle one letter.)

A. It didn't help much; I don't think it taught me much I didn't already know.
B. It helped a little; I learned a few things I didn't already know.
C. It helped some; I learned several things I didn't already know.
D. It helped a lot; I learned many things I didn't already know.

Preliminary CHANNEL ONE School Survey

Please read each of the questions below and mark your response as indicated. All information will be kept strictly confidential; your response is anonymous. The survey should take you less than ten minutes to complete.

To begin, please answer these five questions by showing how much you agree or disagree with each statement. Put a check mark in the appropriate column for each of the questions.

		Strongly Disagree	Moderately Disagree	Moderately Agree	Strongly Agree
1.	Most students in this school believe it's important for them to learn about current events.				
2.	My curriculum is too extensive for me to give up class time to talk about current events.				
3.	Channel One is a significant part of my students' day.				
4.	I like Channel One more this school year than in past years.				
5.	The majority of students in this school enjoy watching Channel One.				

For the next 19 statements, place a check mark in the appropriate column to show how often the things described in the statements happen.

		Rarely or Never	Occasionally	Frequently	Always or Almost Always
6.	My students talk among themselves about Channel One stories.				
7.	I discuss Channel One stories with my classes.				
8.	Teachers talk about Channel One stories in the teachers' lounge.				
9.	I look forward to watching Channel One.				
10.	I incorporate current events into my teaching.				
11.	If something important happens in the news, I take class time to discuss the issue.				
12.	I point out relationships between Channel One stories and other things we study.				
13.	I incorporate topics discussed on Channel One into class assignments.				
14.	I pay attention to the Channel One broadcasts.				
15.	I do other work while Channel One is on.				
16.	I try to make my students pay close attention to the Channel One broadcasts.				
17.	Our principal encourages teachers to talk about Channel One stories in class.				
18.	My students ask me questions about things they see on Channel One.				
19.	I refer to Channel One stories when teaching my content area.				
20.	I hold my students responsible for knowing the information on Channel One.				

		Rarely or Never	Occasionally	Most of the time	Always or Almost Always
21.	My students pay attention to the "soft" news items on Channel One, such as stories about movies, TV shows and rock music groups.				
22.	My students pay attention to the "hard" news items on Channel One.				
23.	My students pay attention to the commercials on Channel One.				
24.	I ask my students questions about things they see on Channel One.				

Next, we have some questions about how you and your fellow teachers interact with Channel One. For items 25 through 29, circle the letter of the option which best answers the question.

25. Which is most like YOU? (circle one letter)
    A. Mr. Smith grades papers and records grades during the Channel One broadcast. It's a good time for him to "catch up" with his work.
    B. Mr. Jones actively watches Channel One, looking for stories that might be of interest to his students.

26. Which is most like the majority of YOUR FELLOW TEACHERS? (circle one letter)
    A. Mr. Smith grades papers and records grades during the Channel One broadcast. It's a good time for him to "catch up" with his work.
    B. Mr. Jones actively watches Channel One, looking for stories that might be of interest to his students.

27. Which is most like YOU? (circle one letter)
    A. Mrs. Nelson enjoys watching Channel One but doesn't have the time to incorporate it into her teaching; there is too much other content that she must get through.
    B. Mrs. Jackson enjoys watching Channel One and makes time almost every day to discuss issues shown on the broadcast with her students.
    C. Mrs. Anderson enjoys watching Channel One and takes time to discuss issues with her students from time to time.
    D. Mrs. Migut doesn't really care about Channel One, though she does watch it most days. It doesn't affect her teaching, however.
    E. Mrs. Swanson hates Channel One and refuses to discuss Channel One stories with her students.

28. Which is most like the majority of YOUR FELLOW TEACHERS? (circle one letter)
    A. Mrs. Nelson enjoys watching Channel One but doesn't have the time to incorporate it into her teaching; there is too much other content that she must get through.
    B. Mrs. Jackson enjoys watching Channel One and makes time almost every day to discuss issues shown on the broadcast with her students.
    C. Mrs. Anderson enjoys watching Channel One and takes time to discuss issues with her students from time to time.
    D. Mrs. Migut doesn't really care about Channel One, though she does watch it most days. It doesn't affect her teaching, however.
    E. Mrs. Swanson hates Channel One and refuses to discuss Channel One stories with her students.

29. Which of these three descriptions is most like YOUR SCHOOL? (circle one letter)
    A. At North High School, Channel One is an important part of the curriculum, since the faculty as a whole values the importance of teaching current events.
    B. The East High School faculty values current events, but believes there are better teaching tools than Channel One.
    C. At South High School, Channel One is not an important part of the curriculum because current events are not highly valued by the faculty as a whole.

Finally, please answer the remaining questions so we can adequately describe the sample of teachers who respond to this survey.

30. Subject taught most often during the 1992-93 school year (circle one letter)

A. Social Studies
B. Math
C. Science
D. Phys. Ed./Health
E. Foreign Language
F. English
G. Music/Band/Orchestra
H. Business
I. Vocational
J. Other: ____________________

31. Years of teaching experience (circle one letter)

A. First year B. 2-3 years C. 4-5 years D. 6-10 years E. 11-20 years F. More than 20 years

32. Length of time in current school (circle one letter)

A. First year B. 2-3 years C. 4-5 years D. 6-10 years E. 11-20 years F. More than 20 years

33. Gender (circle one letter)

A. Male B. Female

34. Grade level of students who watch Channel One in your classroom (circle all that apply)

A. 6 B. 7 C. 8 D. 9 E. 10 F. 11 G. 12 H. Don't have a class while Channel One is on

35. Grade level of students you teach most of the day (circle all that apply)

A. 6 B. 7 C. 8 D. 9 E. 10 F. 11 G. 12

36. Do you personally watch Channel One on a daily or near daily basis? (circle one)

A. Yes B. No C. During some parts of the school year, but not others

37. While your responses will be anonymous, we do need to know your school.

I teach at ______________________________ school.

Please fold the survey in half on the dotted line, tape closed and drop it in the mail by 11/23/92; we'll pay the postage.

THANKS FOR YOUR HELP WITH THIS IMPORTANT STUDY!

- -

- - - - - - - - - - - - - - - - - - Fold here and tape closed at bottom - - - - - - - - - - - - - - - - - - -

From:

____

____

____

____

Interwest Applied Research
Evelyn J. Brzezinski, Director
4875 S.W. Griffith Drive
Beaverton, OR 97005-8723

Copyright 1993. All rights reserved.

FEBRUARY 1993 STUDENT SURVEY

NOTE TO STUDENTS: This survey asks questions about current events and about things you may have learned in a social studies or other class or learned from the news. It also asks some questions that don't have a correct answer, questions where you'll just answer what's true for you. By answering the questions seriously, you'll be helping in a very important national study.

○ ○ Before beginning, look at the label at the top of this sheet. PLEASE PRINT YOUR NAME ON THE BLANK LINE on the label. ○ ○

Read all the answers to a question before deciding on the BEST answer. Then mark your answer directly on the survey by circling the letter of the answer you choose.

1. Questions About You

So that we can describe the total group of students who are participating in this research study, we need some information about you. Please answer each of the following questions by circling the correct letter.

1. IN SCHOOL this year, have you watched television news from ABC, CBS, NBC or CNN? (Don't count Channel One when you answer this question.)

   A. No B. Yes, but on just a few days so far this school year C. Yes, on many days so far this school year

2. Do you study current events as a part of any of the courses you're taking this year?

   A. Yes B. No

3. Do any of your teachers give you a REGULAR HOMEWORK ASSIGNMENT of reading a newspaper or news magazine, or watching television news?

   A. Yes B. No

4. What grade are you in this year?

   A. 6 B. 7 C. 8 D. Other

5. What is your gender?

   A. Male B. Female

6. What is your primary racial/ethnic group?

   A. American Indian/Native American C. Black or African-American
   B. Asian or Pacific Islander D. None of these

7. What is your primary racial/ethnic group? IF YOU CIRCLED IN A, B OR C IN QUESTION 6, CIRCLE IN D FOR THIS ITEM.

   A. White or Caucasian (but not Hispanic)
   B. Hispanic
   C. I am a member of an ethnic group other than those listed in questions 6 and 7.
   D. None of these

8. What was your AVERAGE grade for all courses last school year?

   A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

9. Which of the following best describes your present high school program?

   A. Academic/college prep
   B. General
   C. Vocational, technical, or commercial
   D. Other program
   E. Don't know; haven't decided

10. In the year after you graduate from high school, how will you probably spend MOST of your time?
   - A. Take courses in a 4-year college
   - B. Take courses in a 2-year or community college, trade or business school
   - C. Work full time
   - D. Regular military service
   - E. Other (travel, take a break, be a full time homemaker, have no plans)

11. Including any courses you are taking now, how many TERMS (semesters or quarters) of social studies have you taken since the beginning of the 6th grade? (Count all courses in geography, world history, U.S. history, government and civics as well as courses called "social studies." Count a year-long course as being two terms.)

    A. None B. 1 term C. 2 terms D. 3 terms E. 4 or more terms

12. In what year were you born?

    A. 1978 or earlier B. 1979 C. 1980 D. 1981 E. 1982 or later

The last two questions in this section ask about your parents. If you were raised mostly by foster parents, step-parents, grandparents or other people, answer for them. For example, if you have both a step-father and a natural father, answer for the one who was most important in raising you.

13. What is the highest level of schooling your mother completed?
   - A. Completed some high school
   - B. Graduated from high school
   - C. Completed some college
   - D. Graduated from college
   - E. Don't know

14. What is the highest level of schooling your father completed?
   - A. Completed some high school
   - B. Graduated from high school
   - C. Completed some college
   - D. Graduated from college
   - E. Don't know

2. You and the News

Some people are very interested in following national and world events, while others are not. For questions 15 through 20, circle the A, B or C to show what's true for you. There are no right or wrong answers, only what's true for you.

	Never or almost never	Once or twice a month	About once a week or more
15. How often do you talk about national or world events AT HOME WITH YOUR FAMILY?	A	B	C
16. How often do you talk about national or world events at school DURING CLASS?	A	B	C
17. How often do you talk about national or world events with friends OUTSIDE OF CLASS?	A	B	C
18. How often do you pay attention to radio news to learn about national or world events?	A	B	C
19. How often do you watch TV news AT HOME to learn about national or world events?	A	B	C
20. How often do you read stories about national or world events in the newspaper?	A	B	C

21. Some people think a lot about social problems of the U.S. and the world and about how the problems might be solved. Other people don't spend much time thinking about these issues. How often do you think about these issues?

    A. Never B. Seldom C. Sometimes D. Quite often E. A great deal

3. Some General Information

For questions 22 through 32, circle the A, B, C, D or E to show what's true for you. There are no right or wrong answers, only what's true for you.

	Not at all true of me	Slightly true of me	Somewhat true of me	Pretty true of me	Very true of me
22. Understanding the news—what's happening in the world—is important to me.	A	B	C	D	E
23. I read about or watch the news only if I am going to be tested on it.	A	B	C	D	E

	Not at all true of me	Slightly true of me	Somewhat true of me	Pretty true of me	Very true of me
24. It's fun to figure out why things (wars, elections, protests, and other events) are happening around the world.	A	B	C	D	E
25. I try to understand how history has shaped the events of today.	A	B	C	D	E
26. I try to learn more about things I hear about in the news.	A	B	C	D	E
27. When I'm watching or reading the news I try to figure out why things are happening.	A	B	C	D	E
28. Listening to the news is boring.	A	B	C	D	E
29. When I listen to or watch the news, I take the time to figure out what's important.	A	B	C	D	E
30. I read about or watch the news only when a teacher requires it.	A	B	C	D	E
31. I like the news when it is easy to understand.	A	B	C	D	E
32. I pay attention to what is happening on the news because I enjoy it.	A	B	C	D	E

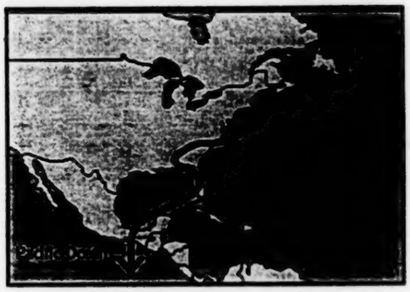
Unlike the previous questions, questions 33 through 74 DO have correct answers. Read each question carefully, then circle what you think is the right answer.

4. Current Events Questions

In each of the groups below, there are several related questions. Mark each of the statements as either true or false by circling the T or the F. If you're not sure about the right answer, make your best guess; guessing doesn't count against you.

A. Last August, Hurricane Andrew

T F 33. killed thousands of people in the U.S.
T F 34. did most of its damage in South Florida.
T F 35. caused a large tidal wave in the Gulf of Mexico.
T F 36. destroyed billions of dollars worth of homes and other property.
T F 37. followed the path shown on the map at the right.



B. In recent months,

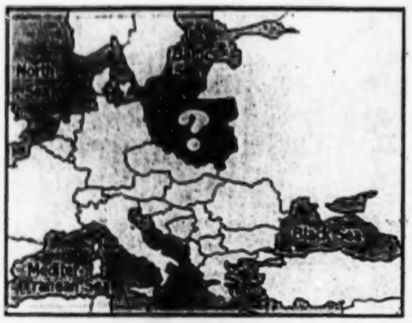
T F 38. the economy of the United States has gotten much worse.
T F 39. IBM, General Motors and some other large companies have greatly increased the number of people they employ.
T F 40. Bill Clinton called a meeting of several hundred people to advise him what to do to improve the economy.
T F 41. the Federal budget deficit has dropped by almost one-third.
T F 42. the rate of teenage unemployment is much greater than the adult unemployment rate.

C. In the presidential elections held in November,

T F 43. Bill Clinton won the election by getting just over 70% of the popular votes cast.
T F 44. many people voted for Clinton because they didn't think Bush was handling the economy very well.
T F 45. Ross Perot got about 18% of the popular vote but didn't get the most votes in any state.
T F 46. Lloyd Bentsen was elected to be the next Vice President.

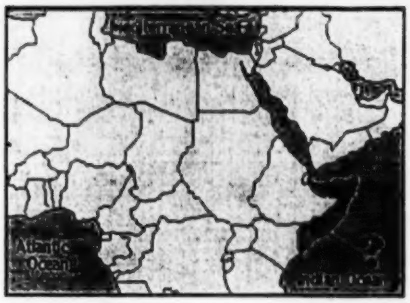
D. In other elections held in November,

T F 47. there was a big increase in the number of U.S. Senators who are Republicans.
T F 48. Democrats maintained their control of the U.S. House of Representatives.
T F 49. several women were elected U.S. Senators and Representatives.
T F 50. all of the ballot measures that would have limited the terms for Senators and Representatives were defeated.



E. Bosnia-Herzegovina is a European country

T F 51. where a serious war started in the last month.
T F 52. darkened on the map at the right.
T F 53. which was formerly part of Yugoslavia.
T F 54. where religious differences have caused fighting.
T F 55. which was recently attacked by troops from the formerly Communist countries of Bulgaria and Romania.
T F 56. where the United Nations has so far refused to get involved.



F. People in the African nation of Somalia

T F 57. have died by the thousands from starvation.
T F 58. are revolting against the long-term dictator of the country.
T F 59. have had to put up with both a civil war and a drought in recent years.
T F 60. are among the poorest in the world.
T F 61. live in the darkened area shown on the map at the right.

G. The United States sent troops to Somalia

T F 62. to make sure relief supplies get to people who need them.
T F 63. primarily to fight against soldiers from Somalia's army.
T F 64. to stop Somali gunmen from stealing food and terrorizing citizens.
T F 65. with the support of the United Nations.

H. In recent months,

T F 66. small numbers of Iraqi soldiers crossed into Kuwait to take back weapons Iraq lost during the Gulf War.
T F 67. the movie Malcolm X opened; it's the story of a black civil rights leader assassinated in the mid-1960s.
T F 68. AIDS deaths have dropped dramatically due mostly to a new vaccine that cures the disease.
T F 69. Arabs and Israelis are getting along better since a new treaty grants Israeli citizenship to all Palestinians.
T F 70. the "Tailhook Scandal" charged that male U.S. Navy aviation officers sexually harassed females.
T F 71. the electoral college actually elected the U.S. president; the U.S. Constitution says that the president isn't chosen by the vote of the public but by a set of electors chosen by each state.
T F 72. the political situation in Canada is much better because Quebec has dropped its demand to be treated differently than Canada's other provinces.
T F 73. many groups objected to celebrating the 500th anniversary of the date Columbus landed in the New World, saying that Europeans like Columbus harmed the Indians living here.
T F 74. U.S. planes bombed a few locations in Iraq.

Like the questions at the beginning of this survey, the rest of the questions in the survey don't have correct answers. Just answer what is true for you by circling the letter of the answer you choose.

5. Some Questions about Channel One

Items 75 through 83 list different types of Channel One stories. Circle A, B or C to show how often you learn something new and valuable from each type of story.

DID YOU LEARN SOMETHING NEW AND VALUABLE FROM THIS TYPE OF STORY?	Almost never	Some-times	Almost always
75. Stories about science (for instance, stories about endangered species of animals, space flights and how hurricanes and tornadoes happen)	A	B	C
76. The reports from Anderson Cooper telling about life in Africa	A	B	C

DID YOU LEARN SOMETHING NEW AND VALUABLE FROM THIS TYPE OF STORY?	Almost never	Some-times	Almost always
77. Stories or advertisements about staying off drugs, staying in school	A	B	C
78. Stories about events in the Middle East, the Soviet Union, South Africa and other foreign places	A	B	C
79. Stories about U.S. news events like the economy, the presidential election and what Congress, the President and the Supreme Court are doing	A	B	C
80. Entertainment stories (for instance, movie reviews, interviews with celebrities)	A	B	C
81. Stories about opportunities for teens (for instance, the series on going to college)	A	B	C
82. Stories about problems of special importance to teens (for instance, AIDS, juvenile justice, child abuse and eating disorders)	A	B	C
83. Sports stories (for instance, the World Series and achievements of various athletes and teams)	A	B	C

84. When Channel One is broadcast, how much do you pay attention to the program?
   A. I try to pay attention the whole time.
   B. I usually pay attention, but do other things some of the time.
   C. I usually do other things, but occasionally pay attention when something interesting is on.
   D. I rarely pay attention.

85. Think about the other students in the class where you watch Channel One. How much do they pay attention to the program?
   A. Most of them pay attention the whole time.
   B. Most of them usually pay attention, but some of them do other things.
   C. Most of them do other things, but some of them pay attention.
   D. They rarely pay attention.

86. Compared to other ways you learn about things in school (reading books, listening to teachers, watching films and so on), how much do you LIKE learning things from Channel One?
   A. Much worse B. A little worse C. About the same D. A little better E. Much better

87. Compared to other information you learn in school, how VALUABLE is the information you learn from Channel One?
   A. Much less valuable C. About the same E. Much more valuable
   B. A little less valuable D. A little more valuable

88. When you watch a Channel One story, how often do you feel that you're LEARNING something important?
   A. Never or hardly ever B. Only some of the time C. Most of the time D. Always or almost always

89. This fall, Channel One changed its format. For example, more time is spent on the news and there are many new reporters. Compared to the old format, how well do you like the new format?
   A. Much less well C. About the same E. Much better
   B. A little less well D. A little better F. I don't remember/I didn't watch Channel One last year.

90. How often does a teacher lead a discussion about something seen on Channel One? (This discussion could take place in any of your classes during the day.)
   A. Rarely or never B. Less than once a week C. Once or twice a week D. Most days E. Almost every day

91. Sometimes students don't see Channel One because of television reception problems or because of other things going on in school. During most five-day weeks, how often do you get to see Channel One?
   A. Every day B. Four days C. Three days D. One or two days E. Never

92. When do you watch Channel One in your school?
   A. During a homeroom, advisory period or other separate period at the beginning of the school day
   B. During a homeroom, advisory period or other separate period later in the school day
   C. At the beginning or middle of a regular class period
   D. At the end of a regular class period

THANK YOU FOR YOUR HELP!

Form MESS-1, 2/93

Copyright 1993. All rights reserved.

MAY 1993 CHANNEL ONE STUDENT SURVEY

NOTE TO STUDENTS: This survey asks questions about current events and about things you may have learned in a social studies or other class or learned from the news. It also asks some questions that don't have only one correct answer, questions where you'll just answer what's true for you. By answering the questions seriously, you'll be helping in a very important national study.

○ ○ Before beginning, look at the label at the top of this sheet. It should have your name on it. If it doesn't, ask your teacher what to do. ○ ○

Read all the answers to a question before deciding on the BEST answer. Then mark your answer directly on the survey by circling the letter of the answer you choose.

1. Questions About You

So that we can describe the total group of students who are participating in this research study, we need some information about you. Please answer each of the following questions by circling the correct letter.

1. IN SCHOOL this year, have you watched television news from ABC, CBS, NBC or CNN? (Don't count Channel One when you answer this question.)

   A. No B. Yes, but on just a few days so far this school year C. Yes, on many days so far this school year

2. Do you study current events as a part of any of the courses you're taking this year?

   A. Yes B. No

3. Do any of your teachers give you a REGULAR HOMEWORK ASSIGNMENT of reading a newspaper or news magazine, or watching television news?

   A. Yes B. No

4. What grade are you in this year?

   A. 6 B. 7 C. 8 D. 9 E. 10 F. 11 G. 12 H. Other

5. What is your gender?

   A. Male B. Female

6. What is your primary racial/ethnic group?

   A. American Indian/Native American
   B. Asian or Pacific Islander
   C. Black or African-American
   D. Hispanic
   E. White or Caucasian (but not Hispanic)
   F. None of these

7. What is your AVERAGE grade for all courses this school year?

   A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

8. In the year after you graduate from high school, how will you probably spend MOST of your time?

   A. Take courses in a 4-year college
   B. Take courses in a 2-year or community college, trade or business school
   C. Work full time
   D. Regular military service
   E. Other (travel, take a break, be a full time homemaker, have no plans)

9. In what year were you born?

   A. 1974 or earlier B. 1975 C. 1976 D. 1977 E. 1978 F. 1979 G. 1980 H. 1981 I. 1982 or later

The next two questions ask about your parents. If you were raised mostly by foster parents, step-parents, grandparents or other people, answer for them. For example, if you have both a step-father and a natural father, answer for the one who was most important in raising you.

10. What is the highest level of schooling your mother completed?

   A. Completed some high school
   B. Graduated from high school
   C. Completed some college
   D. Graduated from college
   E. Don't know

11. What is the highest level of schooling your father completed?
   - A. Completed some high school
   - B. Graduated from high school
   - C. Completed some college
   - D. Graduated from college
   - E. Don't know

2. You and the News

In the last few months, outside of school time, have you heard, seen or read news stories about any of the topics below? The stories could have been in the local newspaper, weekly news magazine (*Time, Newsweek*, etc.) or been on radio or TV news. DO NOT INCLUDE STORIES YOU MAY HAVE SEEN ON CHANNEL ONE.

HOW MANY STORIES HAVE YOU SEEN ABOUT . . .	No stories	1 story	2 or 3 stories	4 or more stories
12. The fighting in Bosnia-Herzegovina?	A	B	C	D
13. Changes in Russia?	A	B	C	D
14. The famine and relief efforts in Somalia?	A	B	C	D
15. The Rodney King trial in Los Angeles?	A	B	C	D
16. The trouble Bill Clinton had choosing a new Attorney General?	A	B	C	D
17. The Branch Davidian standoff in Waco, Texas?	A	B	C	D
18. The World Trade Center bombing?	A	B	C	D
19. The role of gays and women in the military?	A	B	C	D

20. Which of these two answers is most true about your answers to questions 12 through 19?
   - A. I heard, saw or read about these topics BECAUSE I WANTED TO.
   - B. I heard, saw or read about these topics BECAUSE I HAD TO.

21. Some people think a lot about the social problems of the U.S. and the world and about how the problems might be solved. Other people don't spend much time thinking about these issues. How often do YOU think about these issues?
   - A. Never
   - B. Se[illegible]
   - C. Sometimes
   - D. Quite often
   - E. A great deal

Unlike the previous set of questions, questions 22 through 49 DO have just one correct answer. Read each question carefully, then mark what you think is the right answer.

3. Current Events Questions

In each of the groups below, there are four related questions. Mark each TRUE statement by circling T; mark each FALSE statement by circling F. If you're not sure about the right answer, make your best guess.

Events in Russia

T *F* 22. Russia left the U.S.S.R. two years ago and is now an independent country, just like the United States or Canada.

T *F* 23. The economy of Russia is strong and most people have jobs that pay enough to allow them decent housing and food.

T *F* 24. Recently, the Russian Congress voted whether or not they should impeach the president of Russia.

T *F* 25. Mikhail Gorbachev is still President of the Union of Soviet Socialist Republics (the U.S.S.R.), which is still an important country.

The fighting in Bosnia-Herzegovina

T *F* 26. Bosnia-Herzegovina is a European country which was formerly part of Yugoslavia.

T *F* 27. Bosnia-Herzegovina was recently attacked by troops from the formerly Communist countries of Bulgaria and Romania.

T *F* 28. The Serbs in Bosnia-Herzegovina are apparently being massacred by their enemies as part of an "ethnic cleansing."

T *F* 29. Conditions in Bosnia-Herzegovina are bad enough that the United States and the United Nations are considering sending troops to stop the fighting.

The United States' Economy

T F 30. President Clinton's economic plan calls for a tax increase only for the very wealthy.

T F 31. Clinton wants to use Federal tax dollars to have the government create new jobs.

T F 32. Clinton claims that his budget, if adopted, will reduce the federal deficit.

T F 33. The current federal deficit, while still trillions of dollars, is smaller than it was in 1980.

The Rodney King Trial

T F 34. Rodney King was a citizen who was severely beaten during last year's riots in Los Angeles.

T F 35. All of the police officers on trial were convicted of violating Rodney King's civil rights.

T F 36. This was the second trial of the police officers; in an earlier trial all the officers were found innocent.

T F 37. The verdict in the Los Angeles trial was decided by a Federal judge, not by a jury.

The Situation in Somalia

T F 38. Somalia is a country in western Africa that borders on both the Atlantic Ocean and the Mediterranean Sea.

T F 39. Most of the problems in Somalia were caused when Egypt and, later, Ethiopia attacked the country.

T F 40. The U.S. got involved in Somalia in order to see that food got distributed to the many people in the country who were starving.

T F 41. Because there is now a democratic government in Somalia, soldiers from the U.S. and other United Nations countries have left the country.

Recent Events in Washington

T F 42. Congress passed a "Family Leave Law" that lets many workers have time off without pay for family emergencies, illnesses and childbirth.

T F 43. President Clinton feels that gays should not be allowed in the military.

T F 44. Janet Reno, the first female attorney general, was chosen after one of Clinton's previous choices, Zoe Baird, admitted she hired an illegal alien.

T F 45. Currently, Hillary Rodham Clinton's most important job in government is heading a national effort to improve health care and reduce its cost.

Events in the News

T F 46. The World Trade Center n New York City was apparently bombed by terrorists from Germany, who were paid by South African separatists.

T F 47. Most of the people who died in the recent fire and shootings in Waco, Texas were members of a religious cult.

T F 48. The main government agency that was involved in the fire and shootings in Waco was the FBI, the Federal Bureau of Investigation.

T F 49. Hollywood veteran Clint Eastwood won many "Oscars" this year at the Academy Awards ceremony.

Like the questions at the beginning of this survey, the rest of the questions in the survey don't have just one right answer. Just answer what is true for you by circling the letter of the answer you choose.

4. Some Questions about Your Social Studies Class

50. What class period do you have social studies this semester? Social studies includes history, government, economics, geography, etc.

A. First B. Second C. Third D. Fourth E. Fifth F. Sixth G. Seventh H. Eighth I. I don't have social studies this semester.

➡ *If you mark ANSWER I, skip to Question 57.*

51. What is the name of your social studies teacher?

____________________________________ ➡ Students at Helena, Alma-and Shepherd, DO NOT ANSWER THIS QUESTION!

52. How often does your social studies teacher lead a discussion about something happening in the news?

A. Rarely or never B. Less than once a week C. Once or twice a week D. Most days E. Almost every day

53. How long do these discussions typically last?

A. There aren't any discussions. B. Less than 5 minutes C. 5 to 10 minutes D. More than 10 minutes

54. How often does your social studies teacher test you on content covered in the news (regular network TV news, CNN, Channel One, etc.)?

A. Never B. Rarely C. From time to time D. Regularly

55. How often does your social studies teacher relate the material that you are studying in social studies class (history, geography, civics, economics, etc.) to specific stories that you see on the news (regular network TV news, CNN, Channel One, etc.)?

A. Never B. Rarely C. From time to time D. Regularly

56. If your social studies teacher were to give Channel One a grade based on how much he or she liked it, what grade would it be?

A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

5. Some Questions about Channel One

Items 57 through 65 list different types of Channel One stories. Circle A, B or C to show how interesting is this type of show is to you.

HOW INTERESTING DO YOU USUALLY THINK THIS TYPE OF STORY IS?	Not at all interesting	A little interesting	Very interesting
57. Stories about science (for instance, stories about space, animal rights and hurricanes)	A	B	C
58. Stories about events in the Middle East, the Soviet Union, Bosnia-Herzegovina and other foreign places	A	B	C
59. Stories about politics (such as what Congress and the President are doing)	A	B	C
60. Stories about U.S. events like the World Trade Center bombing, the standoff in Texas and the blizzard in March	A	B	C
61. Entertainment stories (for instance, movie reviews, interviews with celebrities)	A	B	C
62. The "You Decide" segments on topics like gays in the military, doctor-assisted suicides and teen curfews	A	B	C
63. Stories about opportunities for teens (for instance, the series on going to college)	A	B	C
64. Stories about problems of special importance to teens (for instance, AIDS, alcoholism, and teens in prison)	A	B	C
65. Sports stories (for instance, the basketball finals, the Super Bowl, and interviews with athletes)	A	B	C

66. When Channel One is broadcast, how much do you pay attention to the program?

A. I try to pay attention the whole time.
B. I usually pay attention, but do other things some of the time.
C. I usually do other things, but pay attention when something good is on.
D. I rarely pay attention.

67. Think about the other students in the class where you watch Channel One. How much do they pay attention to the program?

A. Most of them pay attention the whole time.
B. Most of them usually pay attention, but some of them do other things.
C. Most of them do other things, but some of them pay attention.
D. They rarely pay attention.

69. Compared to other ways you learn about things in school (reading books, listening to teachers, watching films and so on), how much do you LIKE learning things from Channel One?

A. Much worse B. A little worse C. About the same D. A little better E. Much better

69. Compared to other information you learn in school, how VALUABLE is the information you learn from Channel One?

A. Much less valuable B. A little less valuable C. About the same D. A little more valuable E. Much more valuable

70. When you watch a Channel One story, how often do you feel that you're LEARNING something important?

A. Never or hardly ever B. Only some of the time C. Most of the time D. Always or almost always

71. Sometimes students don't see Channel One because of television reception problems or because of other things going on in school. During most five-day weeks, how often do you get to see Channel One?

A. Every day B. Four days C. Three days D. One or two days E. Never

72. When do you watch Channel One in your school?
A. During a homeroom, advisory period or other separate period at the beginning of the school day
B. During a homeroom, advisory period or other separate period later in the school day
C. At the beginning or middle of a regular class period
D. At the end of a regular class period

73. What is the name of the teacher in the classroom where you view Channel One?

____________________________________ ➨ Students at Helena, Alma and-Shepherd, DO NOT ANSWER THIS QUESTION!

74. How much does this teacher make the class pay attention to Channel One?
A. Not at all B. A little C. Some D. A lot

75. Does this teacher care if you talk quietly or do other work while Channel One is on?
A. Not at all B. A little C. Some D. A lot

76. How often does this teacher lead a discussion about something seen on Channel One?
A. Rarely or never B. Less than once a week C. Once or twice a week D. Most days E. Almost every day

77. How long do these discussions typically last?
A. There aren't any discussions. B. Less than 5 minutes C. 5 to 10 minutes D. More than 10 minutes

78. Think of the teacher in the classroom where you watch Channel One. If this teacher were to give Channel One a grade based on how much he or she liked it, what grade would it be? (Circle one grade.)
A. A or A- B. B+ or B C. B- or C+ D. C or C- E. D+ or below

THANK YOU FOR YOUR HELP!